

SMITH

March 1981
Final Report

DOT HS-805-966



U.S. Department of Transportation
National Highway Traffic Safety
Administration

Identification and Feasibility Test of Specialized Rural Pedestrian Safety Training

Volume IV: Pedsafe Audiovisual Scripts

Lori W. Chiplock
Richard L. Dueker
Sharon R. Bittner

Applied Science Associates, Inc.
Box 158
Valencia, Pennsylvania 16059

Contract No. DOT HS-7-01749
Contract Amount \$289,937

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Technical Report Documentation Page

1. Report No. DOT-HS-805 966		2. Government Accession No.		3. Recipient's Catalog No.	
4. Title and Subtitle Identification and Feasibility Test of Specialized Rural Pedestrian Safety Training. Volume 4. PEDSAFE Audiovisual Scripts.				5. Report Date March 1981	
				6. Performing Organization Code	
7. Author(s) Chiplock, L. W., Dueker, R. L., & Bittner, S. R.				8. Performing Organization Report No. ASA 619	
9. Performing Organization Name and Address Applied Science Associates, Inc. Box 158 Valencia, Pennsylvania 16059				10. Work Unit No. (TRAIS)	
				11. Contract or Grant No. DOT-HS-7-01749	
12. Sponsoring Agency Name and Address Department of Transportation National Highway Traffic Safety Administration 400 Seventh Street, S.W. Washington, DC 20590				13. Type of Report and Period Covered Final Report Sept 1977 - Mar 1981	
				14. Sponsoring Agency Code	
15. Supplementary Notes					
16. Abstract <p>This report (Volume 4 of four volumes) provides the scripts for all audiovisuals employed in the PEDSAFE Program. Volume 1 of this report describes the conduct and results of the evaluation of the entire PEDSAFE Program and provides recommendations concerning materials revisions. Volumes 2 and 3 are users guides for elementary and junior/senior high schools, respectively, implementing the program.</p> <p>The audiovisuals produced for the PEDSAFE Program were of research quality (i.e., professional actors were not employed, camera equipment was of average quality, etc.), although the quality was such that a meaningful pilot test could be conducted. Since all audiovisuals will have to be produced professionally for full-scale implementation, this volume has been subdivided into classes of audiovisuals: those needing few script/ visual modifications and those needing major modifications.</p>					
17. Key Words Pedestrian Safety Training, Training Materials, Pedestrian Safety Videotape Scripts and Slide/Tape Scripts			18. Distribution Statement Available to the public through National Technical Information Service, Springfield, Virginia 22151		
19. Security Classif. (of this report) UNCLASSIFIED		20. Security Classif. (of this page) UNCLASSIFIED		21. No. of Pages	22. Price

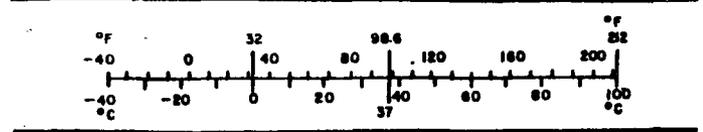
METRIC CONVERSION FACTORS

Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
AREA				
in ²	square inches	6.5	square centimeters	cm ²
ft ²	square feet	0.09	square meters	m ²
yd ²	square yards	0.8	square meters	m ²
mi ²	square miles	2.6	square kilometers	km ²
	acres	0.4	hectares	ha
MASS (weight)				
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	tonnes	t
VOLUME				
tsp	teaspoons	5	milliliters	ml
Tbsp	tablespoons	15	milliliters	ml
fl oz	fluid ounces	30	milliliters	ml
c	cups	0.24	liters	l
pt	pints	0.47	liters	l
qt	quarts	0.95	liters	l
gal	gallons	3.8	liters	l
ft ³	cubic feet	0.03	cubic meters	m ³
yd ³	cubic yards	0.76	cubic meters	m ³
TEMPERATURE (exact)				
°F	Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature	°C

Approximate Conversions from Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
mm	millimeters	0.04	inches	in
cm	centimeters	0.4	inches	in
m	meters	3.3	feet	ft
m	meters	1.1	yards	yd
km	kilometers	0.6	miles	mi
AREA				
cm ²	square centimeters	0.16	square inches	in ²
m ²	square meters	1.2	square yards	yd ²
km ²	square kilometers	0.4	square miles	mi ²
ha	hectares (10,000 m ²)	2.5	acres	
MASS (weight)				
g	grams	0.035	ounces	oz
kg	kilograms	2.2	pounds	lb
t	tonnes (1000 kg)	1.1	short tons	
VOLUME				
ml	milliliters	0.03	fluid ounces	fl oz
l	liters	2.1	pints	pt
l	liters	1.06	quarts	qt
l	liters	0.26	gallons	gal
m ³	cubic meters	35	cubic feet	ft ³
m ³	cubic meters	1.3	cubic yards	yd ³
TEMPERATURE (exact)				
°C	Celsius temperature	9/5 (then add 32)	Fahrenheit temperature	°F



*1 in = 2.54 (exactly). For other exact conversions and more detailed tables, see NBS Misc. Publ. 286, Units of Weights and Measures, Price \$2.25, SD Catalog No. C13.10.286.

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INTRODUCTION

This report documents a project to field test and evaluate the PEDSAFE Program, a child pedestrian safety training program designed to prevent pedestrian accidents among children in grades K-12. The project was performed under contract to the National Highway Traffic Safety Administration (NHTSA) within the U.S. Department of Transportation.

Volume 1 of this report describes the conduct of the project and provides the results and conclusions from program testing. It also provides data on the effectiveness of the various program components and recommendations for modifications of program materials.

Volume 2 provides detailed descriptions of all elementary program training materials and is designed to present complete program implementation guidelines. The materials were modified in accordance with the recommendations resulting from the field testing.

Volume 3 provides the full texts of the Junior/Senior High School Teacher's Guides and Student's Booklets. Copies of other printed materials are also included with specifications for printing. In addition pre- and post-knowledge tests are included.

This volume, Volume 4, contains the scripts for all audiovisuals used in the PEDSAFE Program. Before full-scale PEDSAFE implementation can occur, the audiovisuals must be produced professionally. Based on the results of the pilot test, some scripts can remain relatively unchanged, whereas others need complete recharacterization or rewriting. Each script and suggested revisions are contained in this volume.

Overview of the PEDSAFE Program

Based on a computer analysis of over 3,000 rural pedestrian accidents, the types of accidents victimizing children aged five through nineteen were identified. Accident-avoidance behavior sequences were then defined and a single integrated curriculum, covering all the child-victimizing accident types, was developed. The PEDSAFE curriculum was designed to:

1. Develop skill through distributed practice in the performance of the accident-avoidance behaviors for all target accident types as early as consistent with the developmental capabilities of the child.

2. Motivate the continued use of the safe practices once skill is developed.
3. Maintain the salience of the various street crossing dangers through repeated messages, using multiple presentation modes.

The Elementary Program provides a unified continuing educational experience from year-to-year, although any given year of the curriculum can stand alone. Each year's curriculum builds on skills learned in previous years, but includes practice of all previously taught skills. Active involvement of the student is emphasized. Parental involvement is encouraged and additional guidance is provided by school bus drivers in the On-Bus Program.

The Junior/Senior High School Program consists of several projects, each of which is designed to provide the student with an understanding of the pedestrian safety problem in general.

Overview of PEDSAFE Audiovisuals

The PEDSAFE Elementary Program uses films to demonstrate the appropriate behavior sequences. Audiovisuals are used extensively in the PEDSAFE Program at the beginning of each school year. Slide/tape presentations are found in most elementary units to reinforce the rules learned in the beginning of the year and to present the students with situations that require reasoning on their part. In addition, two slide/tape presentations are employed in the Junior/Senior High School Program. A teachers' introductory film overviews the entire PEDSAFE Program and provides helpful information to teachers and school administrators.

The audiovisuals are a very important part of PEDSAFE. They help to minimize teacher preparation activities and serve to provide standardized training of the accident-avoidance behavior sequences.

All audiovisuals produced for the field test were of "research quality." The audiovisuals are not intended for professional use but were of a high enough quality to be used during pilot testing. For example, non-union, semi-professional actors and actresses were employed. Instead of using animation when depicting "Willy Whistle," a muppet-like figure was used. Less expensive videotape cameras were used, and ASA video personnel were responsible for all taping and editing. No professional film production company was employed.

Based on the results of the field test, modifications were made to most of the scripts in this volume. Two scripts need extensive revision and remain unchanged. These scripts are: Film V: "Fred With the Red Tread Walks on Earth," and the Teacher's Introductory Film: "Cooking With DOT the PEDSAFE Way." A complete discussion of the need for these revisions is contained in Volume 1.

Report Overview

The scripts for all audiovisuals employed in the PEDSAFE Program are contained in this volume. Section 2 contains Elementary Program scripts which require few modifications. Minor modifications have been made to the audiotape and film scripts.

Changes which are recommended for the slide/tape presentations are indicated before each slide/tape script. Again, these changes are reflected in the scripts.

Section 2 contains a film script for Grades 4-5 which needs to be recharacterized. It is also recommended that a separate script be developed for Grade 5.

Section 3 contains the Junior/Senior High School slide/tape presentations. No modifications to these audiovisuals are necessary.

The Teacher's Introductory Film script is contained in Section 4 and extensive revisions are recommended.

SECTION 1

ELEMENTARY PROGRAM SCRIPTS
REQUIRING MINOR MODIFICATIONS

AUDIOTAPE I

KNOW YOUR LEFT AND RIGHT

The audiotape script which follows is an optional exercise used in Grades K-1 of the PEDSAFE Program to give students practice in differentiating left from right.

The script has been rewritten to reflect modifications suggested by the pilot test.

Title Know Your Left and Right - Audiotape I

Page 1 of 6

Program PEDSAFE Grades K-1

Media Cassette Audiotape

Time 10 min. 40 sec.

Visual

Audio

Emphasize left and right

Music - Theme Song 15 seconds.

Whistle blows

Hi, kids!

Whistle blows

I'm Willy Whistle. I'll be talking to you a lot this school year. I hope we'll be good friends.

Today you're going to learn about your left and right. I want you all to watch your teacher. Teacher, please turn your back to the children and put your left hand on your head. Kids, put your left hand on your head.

Teacher, while the music plays make sure that everyone has their left hand on their head.

Theme music 15 seconds

Okay, everyone has their left hand on their head! That's just great! Okay, kids.

Shake your left hand.

(PAUSE 2 seconds)

Wave your left hand at your teacher.

(PAUSE 2 seconds)

Wave your left hand at your friends.

(PAUSE 2 seconds)

Put your left hand back on your head. Now, keep it there.

Title Know Your Left and Right - Audiotape I

Page 2 of 6

Program PEDSAFE Grades K-1

Media Cassette Audiotape

Time 10 min. 40 sec.

Visual	Audio
	<p>I'd like you to meet a friend of mine. Do you see the green puppet in front of you? The puppet's name is "Left-Out." Left-Out is sad. Left-Out always gets left out because everyone's scared of Left-Out. The green puppet is called Left-Out. Left-Out is unhappy. Take your left hand off your head. Put Left-Out on your <u>left</u> hand.</p> <p>(PAUSE 10 seconds)</p> <p>Now, Left-Out won't be unhappy. You can play with Left-Out. You can be Left-Out's friend. Left-Out won't be left out any more. Don't be afraid of Left-Out. Left-Out won't bite.</p> <p>Look at Left-Out. Turn your head to the left. Left-Out is on your <u>left</u> hand.</p> <p>(PAUSE 2 seconds)</p> <p>Wiggle your <u>left</u> hand.</p> <p>(PAUSE 2 seconds)</p> <p>Play with Left-Out. Make Left-Out jump.</p> <p>(PAUSE 2 seconds)</p> <p>Make Left-Out zoom through the air.</p> <p>(PAUSE 2 seconds)</p> <p>Look at Left-Out. You are looking to the left.</p> <p>(PAUSE 2 seconds)</p> <p>What's the puppet's name? Shout out his name!</p> <p>(PAUSE 2 seconds)</p> <p>You got it! His name is Left-Out. When you look at Left-Out, which way are you looking?</p> <p>(PAUSE 2 seconds)</p>

Title _____

Program PEDSAFE Grades K-1

Cassette Audiotape

10 min. 40 sec.

Media _____

Time _____

Visual

Audio

Okay! You are looking left. That's great. Now put your hand down.

(PAUSE 1 second)

Watch your teacher. Teacher turn your back to the class and this time put your right hand on your head.

(PAUSE 2 seconds)

Okay, kids, I want each of you to put your right hand on your head. Your right hand is your hand without a puppet.

Teacher, while the music plays, make sure that everyone has their right hand on their head.

Theme song 5 seconds

Theme song 5 seconds

Okay, everyone has their right hand on their head.

All right! Shake your right hand.

(PAUSE 2 seconds)

Wave your right hand at your teacher.

(PAUSE 2 seconds)

Now, wave your right hand at your friends.

(PAUSE 2 seconds)

Put your right hand on your desk.

(PAUSE 2 seconds)

Title Know Your Left and Right - Audiotape I

Page 4 of 6

Program PEDSAFE Grades K-1

Media Cassette Audiotape

Time 10 min. 40 sec.

Visual	Audio
	<p>I want you to meet another friend of mine. Do you see the orange and red clown in front of you? The clown's name is "Right-On." Right-On is smiling.</p> <p>Right-On is always right. Pick up the orange and red clown and put it on your right hand.</p> <p>(PAUSE 5 seconds)</p> <p>Right-On is smiling. Make Right-On wiggle.</p> <p>(PAUSE 2 seconds)</p> <p>Make Right-On zoom through the air.</p> <p>(PAUSE 2 seconds)</p> <p>Wave your right hand. Right-On is on your right hand. Look at Right-On.</p> <p>(PAUSE 2 seconds)</p> <p>You're looking right. What's the orange and red clown's name? Shout it out!</p> <p>(PAUSE 2 seconds)</p> <p>That's right, it's Right-On. When you look at Right-On, which way are you looking?</p> <p>(PAUSE 2 seconds)</p> <p>Right! You're looking to the <u>right</u>. Now look at Left-Out.</p> <p>(PAUSE 2 seconds)</p> <p>You're looking <u>left</u>. Turn your head to the right. Who are you looking at? Shout out your answer.</p> <p>(PAUSE 2 seconds)</p>

Title Know Your Left and Right - Audiotape I

Page 5 of 6

Program PEDSAFE Grades K-1

Media Cassette Audiotape

Time 10 min. 40 sec.

Visual	Audio
Theme music	<p>Right! That's Right-On. Make Left-Out and Right-On play together. They can dance together. Make them wiggle and talk to each other. Now Left-Out will be happy. Right-On can play with Left-Out. Right-On isn't scared of Left-Out.</p> <p>Theme music 10 seconds</p> <p>Today you learned about your left hand. Left-Out is green. Left-Out is on your left hand. Look left--at Left-Out.</p> <p>(PAUSE 1 second)</p> <p>Okay. You also learned about your right hand. Right-On is red. Right-On's on your right hand. Look right--at Right-On.</p> <p>(PAUSE 1 second)</p> <p>Now practice looking left. Look to the left.</p> <p>Look at Left-Out. Left-Out is green. Now look right.</p> <p>(PAUSE 1 second)</p> <p>Right-On is on your <u>right</u> hand. Right-On is orange and red.</p> <p>Look to your left.</p> <p>(PAUSE 1 second)</p> <p>Look to your right.</p> <p>(PAUSE 1 second)</p> <p>Now look left again.</p> <p>That's great! Now, one more time. Look left.</p> <p>(PAUSE 1 second)</p>

Title Know Your Left and Right - Audiotape I

Page 6 of 6

Program PEDSAFE Grades K-1

Media Cassette Audiotape

Time 10 min. 40 sec.

Visual	Audio
<p>Whistle blows twice. Theme song 10 seconds. Fade out.</p>	<p>Look right.</p> <p>(PAUSE 1 second)</p> <p>Now, left again.</p> <p>(PAUSE 1 second)</p> <p>Okay, kids, you did great! I had fun with you today. Take off the puppets and put them on your desk. Your teacher will tell you what to do next. This is Willy Whistle saying bye for now.</p>

FILMS I, II, III, AND IV

Films I, II, III, and IV which follow each employ "Willy Whistle" as the central character and are used at the start of each different pedestrian training activity. Only minor modifications to the scripts were necessary, and these changes are reflected in the scripts which follow.

Title Film I. "When Willy Whistles"

Page 1 of 7

Program Elementary K-1 Unit Session 2

Media Film

Time Approx. 10 min.

Visual	Audio
<p>Credits</p>	<p>Theme song.</p>
<p>Aerial view of countryside. Camera pans area. Small rural road, farm-type house with fence on one side. One or two houses on other side of road.</p>	<p>Fade out music. Country sounds can be heard in background, i.e., birds, cows mooing, tractor sound in distance. Children can be heard shouting and laughing in the distance. Dog barks occasionally.</p>
<p>Pan/Zoom to CU of Willy. Willy addresses audience.</p>	<p>Willy: Hi, kids. I'm Willy Whistle. (Blows whistle) My job is to teach children to look both ways before crossing the street. Every day some children are hurt or killed by cars because they don't stop and look both ways before they cross the street. You could be hurt unless you learn how to cross street safely.</p>
<p>Cut to house where Pam, Kelly, Judy, Eric, Karl, and Noel are playing hide-and-go-seek. A dog is in the yard with the children. Noel hides eyes and children scatter. Kelly begins to enter the road without looking in either direction. Willy, sitting on fence near edge of road, looks up, sees Kelly, and looks concerned.</p>	<p>Some of my friends are playing near here today. Let's see what they're up to.</p>
<p>As Kelly first steps into the road, Willy blows his whistle.</p>	<p>Game playing sounds. Car can be heard approaching in distance.</p>
	<p>SFX: Blow whistle once.</p>

Title Film I. "When Willy Whistles"

Page 2 of 7

Program Elementary K-1 Unit Session 2

Media Film

Time Approx. 10 min.

Visual

Audio

MLS Kelly looks towards Willy, acts startled, looks to her left and sees car approaching. She jumps back.

Car stops abruptly before reaching Kelly. Medium shot of car driving away.

CU of Willy addressing audience

Other children look up from play when they hear whistle and screeching tires. They rush to shoulder of road. Kelly becomes center of group (standing well off shoulder of road). Children look concerned.

Kelly shakes her head in agreement.

Other children shake their heads in agreement as Pam talks.

CU of Willy sitting on fence.

Pam points at Willy. Other children look where she is pointing.

CU of Willy sitting on fence near group of children.

MS Kelly, Eric, and Pam. Children smile and shake their heads in agreement.

Car can be heard approaching. Screeching tires.

Willy: Kids, did you see what Kelly did wrong? (Pause)
She forgot to stop. She forgot to look for cars when she came to the road. Let's get back to my friends.

Pam: (to Kelly) You forgot to stop. You ran right into the road. You didn't look to see if cars were coming. That car could have hit you.

Willy: Boy, Kelly. You sure gave me a scare. I think you need some more practice crossing streets safely.

Pam: (to other children) Look, its Willy Whistle.

Willy: (to children) Would you all like to practice crossing streets safely?

Kelly: You bet.

Eric: Sure.

Title _____

Elementary K-1 Unit Session 2

Program _____

Media Film

Time Approx. 10 min.

Visual	Audio
<p>Subjective of Pam Pam acts out sequence as she talks.</p>	<p>Willy: Okay. Pam, you always cross streets safely. Show us how you do it.</p>
<p>Shot of edge of road.</p>	<p>Pam: First, I walk to the edge of the road and stop. I know I'm at the edge of the road because the dirt end here and the pavement begins. Now I look to the left to see if any cars are coming. Then I look to the right. I look left again to make sure it's still clear. No cars are coming now. It's safe to cross the road.</p>
<p>CU Willy</p>	<p>Willy: Thanks Pam. That was just great. Eric, show us what you have learned.</p>
<p>Eric walks to edge of road. Eric acts out sequence as he talks. As he looks right a car approaches.</p>	<p>Eric: All right. I walk to the edge of the road and <u>stop</u>. Now I look left. Then I look right. Oh no, here comes a car.</p>
<p>Acts out sequence.</p>	<p>Willy: (VO) What do you do when you see a car coming? Eric: I wait until it goes by. Then I look for traffic again. I look left, right, then left again to make sure no other cars are coming. Now I can cross because it's safe.</p>
<p>CU Willy</p> <p>Shots of Willy with children in different settings.</p>	<p>Willy: That was fine, Eric. (to children) You all live in different places. The streets near you may be different from this one. Come with me and I'll show you some other kinds of streets. I want to show you where to stop before you cross these streets.</p>
<p>(Children remain in same positions in different locations. Children "swish" from one location to another.)</p> <p>White arrow is used to designate the edge of road whenever appropriate.</p>	

Title Film I. "When Willy Whistles"
 Program Elementary K-1 Unit Session 2
 Media Film

Page 4 of 7

Time Approx. 10 min.

Visual	Audio
--------	-------

CU road surface as Willy narrates. Noel walks to edge of road and stops.

V.O.
 Willy: This road is paved and a white line is painted on the edge of the road. The white line is the edge of the road.

Noel, show us where you would stop before crossing this road.

"Swish" to different location

V.O.
 Willy: Very good, Noel. You stopped at the white line. Now, let's go to Judy's yard.

Shot of front yard in development. Yard extends to formed curb. Curb separates lawn and street.

V.O.
 Willy: Here we are in your front yard, Judy. Where is the edge of the street?

Judy walks to curb and points.

Judy: Right here. Where I live there are curbs. I stop at the curb to look left-right-left.

"Swish" to different location. Grass extends to road surface.

Willy: That's right, Judy.

CU of edge of street. Karl points to edge of street. Karl acts out sequence as he talks.

Willy: Karl, show us how to cross this street.

Karl: Okay. I walk to the edge of the street and stop. The edge of the street here is where the grass stops.

Children smile.

Karl: Now, I look left to check for cars. Now, I look right. No cars are coming, so I look left again. It's still clear, so it's safe to cross now.

Fade to shot of sidewalk of small town. There are houses on both sides of the street. The street has curbs and there are parked cars on the street. Pan to Willy on front porch.

Willy: Very good. I hope you children will always be safe street crossers. I'll see you again soon. (Theme music comes up under dialogue.)

Children: (In unison) Bye, Willy.

(Fade theme music as Willy begins to speak.)

Blur

Title _____

Elementary K-1 Unit Session 2

Program _____

Media Film

Time Approx. 10 min.

Visual	Audio
<p>Willy on Eric's porch, speaks, then hides.</p>	<p>Willy: This is Eric's yard. Today my friends are coming here for his birthday party. I'm going to surprise them and be here too. Why don't you stay for the party?</p>
<p>Camera pans back to sidewalk. Pam, Judy, Karl and Noel are walking up the sidewalk. Eric greets children as they enter his yard. Children place presents on picnic table in front yard.</p>	<p>Pam: Hi, Eric. Happy Birthday. Karl: Hi, Eric. Eric: Hi.</p>
<p>Kelly appears. Camera picks her up as she steps on sidewalk from between parked cars. (She has just completed crossing the street).</p>	<p>Kelly: Hi everyone! Children: (in unison) Hi! Eric: What do you guys want to do?</p>
<p>Children form large circle with Kelly in the center. Children take turns rolling ball towards Kelly and she dodges to avoid being hit. Eventually, ball is thrown too hard, and it rolls into the street. Karl runs out towards the street, between two parked cars, in an attempt to retrieve the ball. As he begins to enter the street between the cars, whistle blows. Karl catches himself, and stops suddenly. He looks in direction of whistle.</p>	<p>Mark: (Picks up volley ball near picnic table) Why don't we play dodge ball? Noel & Judy: (in unison) Okay. Kelly: I'll be "It" first.</p>
<p>CU of Willy addressing audience. Willy is sitting on picnic table or porch near presents shaking his head "no" and looking disappointed.</p>	<p>SFX: Blow whistle once.</p>
<p>MLS Willy</p>	<p>Willy: Kids, what did Karl do wrong? (Pause) That's right, he forgot to stop and look both ways. Willy: Karl! You were going to run right into the street to get the ball. Karl: So?</p>

Visual	Audio
MS Pam	Pam: Remember, Karl! Willy told us we always have to stop, then look for cars before going into the street.
	Willy: That's right, Pam.
	Willy: Okay, Karl, go get the ball.
Karl acts out sequence as Willy talks.	Willy: Always remember to look and listen to make sure that parked cars aren't running and ready to move.
	Karl: Okay, Willy.
Karl shows that he can touch the cars.	Willy: Walk to the edge of the parked cars and stop. Be sure you stay close enough to the cars to touch them. Can you still touch the cars, Karl?
	Karl: Yes.
	Willy: Now what do you do?
Karl acts out sequence as he talks. Then he retrieves ball and returns to group.	Karl: I look to the left to see if any cars are coming. Now I look to the right. Now to the left again. Since no cars are coming, I can get the ball.
LS of mother standing on porch across street. Kelly looks up when her name is called.	Mother: (calls out) Kelly, (Pause) you forgot Eric's birthday present.
Kelly begins to run toward edge of road. She catches herself and looks back towards Willy.	Kelly: Hey Willy! (Looks to porch, then to picnic bench to see Willy) Oh, there you are. Watch me to see if I do this right. Okay?
	Willy: Sure, Kelly. Go ahead.
Kelly acts out sequence as she talks. Kelly puts both hands on cars, performs sequence and runs across when Willy says, "That's right, Kelly."	Kelly: I look and listen to be sure the cars aren't running. Then, I stop near the cars where I can still touch them. I do the same thing you taught us before. I look left, right, then left again. There are no cars coming, so I can cross the street now.
	Willy: That's right, Kelly.

Title Film I. "When Willy Whistles"

Page 7 of 7

Program Elementary K-1 Unit Session 2

Media Film

Time Approx. 10 min.

Visual	Audio
CU Pam.	Willy: Pam, what do you do when your ball rolls into the street when a car is coming?
Pam demonstrates as she talks.	Pam: I won't go into the street until the car goes by.
Car approaches as she looks right.	Willy: Show me what you would do next.
Medium shot of Willy Whistle on porch or table. Kids gather around him as he speaks.	Pam: Okay, I'd walk to the edge of the cars and stop where I can still touch them. Now I look left to see if any cars are coming. Now I look right. Here comes a car, so I wait until it goes by. Now I start all over again. I look left, then right, then left again. Now it's clear, so it's safe to go into the street.
CU Eric as he puts his arm around Willy.	Willy: That was just fine, Pam. Willy: I'm so glad that you children are learning to be safe when playing near the street.
Children are sitting in a group around Willy.	Willy: Hey, Eric, can I stay for the rest of your party? I just love birthday cake and ice cream.
Eric begins to open a package.	Eric: Sure, Willy, you're our friend. Willy: Great! Why don't you open your presents now?
Picture dissolves to CU of Willy addressing audience.	Willy: I want all my friends to learn how to cross street safely. Your teacher will show you how. During this school year, you will be able to practice being a safe street crosser.
Same background as other shots of Willy Whistle addressing audience.	I'll be seeing you again. Goodbye for now.
End Credits	Theme song.

Title Film II. "Safety on the Sunny Yellow Bus"

Page 1 of 7

Program Elementary K-1 Unit Session 6

Media Film

Time Approx. 9:50 min.

Visual	Audio
Credits	Theme song.
CU of Willy Whistle on mailbox at end of Karl's driveway, addressing audience.	Willy: Hi kids! It's Willy Whistle, remember me? My job is to teach children to look both ways before crossing the street. You should always cross streets safety when you get on or off the school bus, too. Today my friends are going to school. They all ride the school bus. I want to make sure they remember how to be safe street crossers. Let's watch what happens. . .
Mother stands on porch or patio.	Mother: Hurry, Karl. You're going to miss the bus.
Karl runs out the door and down the road towards school bus stop. The house has a moderately long driveway with a mailbox at the end.	Karl: See you, Mom. Mother: Have a good day, Karl.
As Karl begins to run down his driveway, the school bus approaches and stops with its red flashers on. Several children (staff children, Pam, Eric, Jaloy, Kelly) are on the school bus looking out at Karl.	Sounds of school bus approaching. Kids are talking from inside bus.
Karl is running toward the road. He obviously does not plan to stop at the edge of the road to look both ways before crossing.	
Willy blows whistle.	SFX: Blow whistle once.
Karl sees Willy and hears whistle and comes to a screeching halt.	Willy: Whoa, Karl! Karl: Oh, oh, its Willy Whistle.

Title Film II. "Safety on the Sunny Yellow Bus"
 Program Elementary K-1 Unit Session 6
 Media Film

Time Approx. 9:50 min.

Visual	Audio
<p>Shots of conversation. Karl is standing near edge of road by mailbox.</p>	<p>Willy: That's right. Boy am I glad I was here to stop you before you ran into the road. Why don't you practice crossing the road safely?</p> <p>Karl: But Willy I have to hurry--I'm late. Look the bus is waiting.</p>
<p>Shot of bus driver shaking her head in agreement while smiling at Willy.</p>	<p>Willy: (to the bus driver) Mrs. Aiken, can you wait a minute so that Karl can learn how to get on the bus safely?</p>
	<p>Mrs. Aiken: Willy, you know that being on time is part of being safe but, since this is the first day of school, I'd like everyone to see how to be safe when crossing the road.</p>
<p>Children in bus are looking out windows.</p>	<p>Willy: Thanks.</p> <p>Pam: (on bus) We all want to watch, Willy.</p>
	<p>Willy: Karl, you were going to run right out into the road. Did you forget how to cross streets safely?</p>
<p>CU Flashers</p>	<p>Karl: No, but why should I stop? The bus has its red flashing lights on.</p>
<p>CU Glare from sun</p>	
<p>CU Car driving by fast</p>	<p>Willy: Cars sometimes don't stop when the red flashers are on. Sometimes drivers don't see the red flashing lights. Maybe the sun is in their eyes or maybe its foggy. Sometimes cars are just going too fast to stop in time. You can't be sure that it's safe to cross unless you stop and look first.</p>
	<p>Willy: Okay, Karl, show me how you get on the bus safely. Remember how? Your mom showed you on the first day of school.</p>
<p>Karl acts out sequence as he talks. Camera follows him through the sequence into the bus.</p>	<p>Karl: That's right - she did. I stop at the edge of the road. Now I look to to the left to see if any cars are coming. Then right and then left again. Since no cars are coming, I can cross to get on the bus.</p>

Title Film II. "Safety on the Sunny Yellow Bus"
 Program Elementary K-1 Unit Session 6
 Media Film

Page 3 of 7

Time Approx. 9:50 min.

Visual	Audio
Karl takes five giant steps.	Willy: Show me how far in front of the bus you should cross? Karl: I cross where I can see the bus driver and she can see me. That's about five giant steps away from the front of the bus.
Karl boards the bus, says "Hi" to the bus driver and the other kids and takes a seat.	V.O. Willy: Very good, Karl.
CU Pam inside bus	Pam: (to Karl) It was fun to watch you and Willy. I really like him.
Willy pops up from seat behind Karl, leaning over his shoulder.	Willy: I like you too, Pam. Pam: (laughing) Wow, you sure do get around.
The bus begins to move toward next stop. As stop approaches, Kim, Craig, and Noel can be seen waiting.	Willy: I'm going to ride to school with you to make sure my other friends are safe when getting on the school bus.
Noel and Craig start to run around like they are playing tag.	V.O. Willy: (to Pam and Karl) What are these kids doing wrong? Pam: They shouldn't be playing near the street like that. One of them could get pushed out into the road.
Camera shows action at bus stop. Kim grabs Noel to make him stay still.	Willy: That's right. Let's see if they cross safely.
Craig and Noel look guilty.	Kim: Hey, you two, stand still. You know you shouldn't be playing at the bus stop. What if one of you fell into the street?
Bus stops and Craig and Noel start to move towards it.	Kim: Wait a minute! Remember, I showed you how to get on the bus safely. You should do it right every time.

Title Film II. "Safety on the Sunny Yellow Bus"
 Program Elementary K-1 Unit Session 6
 Media Film

Page 4 of 7

Time Approx. 9:50 min.

Visual	Audio
<p>Craig and Noel perform sequence correctly together.</p>	<p>Kim: Okay, first stop at the edge of the road. Now look left to look for cars. Now look right and then left again. Great, now cross in front of the bus. When you cross, you should stay about five giant steps away from the front of the bus.</p>
<p>Kim, Noel, and Craig get on the bus. They say "Hi" to bus driver and to other children.</p>	<p>Children: (in unison) Hi.</p>
<p>CU of Willy.</p>	<p>Willy: (to Pam and Karl) I'm glad that she watches out for her younger brothers.</p>
<p>CU of Willy talking to Karl and Pam.</p>	<p>Willy: You know, most schools want their students to cross the road before the bus comes. But be sure to listen to your bus driver and cross as he or she tells you to.</p>
<p>Bus moves to next stop. This time stop is located on same side of street as bus door. Judy and two staff children form line as they see bus approaching. They wait a good distance away from the bus while it stops.</p>	
<p>MS of Willy, Pam and Karl.</p>	<p>V.O. Willy: What about those kids?</p>
	<p>Karl: They were right. They stayed far away from the side of the bus until it stopped.</p>
<p>Kids get on bus and bus pulls away.</p>	<p>Willy: That's right, Karl. You should never be close to the bus when it's moving.</p>
<p>Bus moves again. School approaches and children exit when it stops.</p>	<p>Karl: Well here's where we get off. Bye, Willy. Maybe someday you can come to school with us.</p>
	<p>Pam: See you Willy. Willy: Bye for now kids.</p>

Visual	Audio
<p>Dissolve to CU of Willy addressing audience.</p>	<p>Willy: (to audience) I hope you remember to be safe when you get on your school bus.</p>
<p>Judy and two staff children are shown waiting for school bus well away from the side of the road as it approaches on their side of the road. Bus stops, children begin to board.</p>	<p>Let's review what we've learned.</p> <p>V.O. Willy: When you wait for the bus, stand back from the edge of the road.</p> <p>Willy: Watch the way these children stay away from the bus until it has stopped?</p> <p>Willy: These children have to cross the road to get on their bus. See how they wait to cross until the bus is stopped and the red flashers are on. They stop at the edge of the road, then they search left-right-left to be sure no cars are coming. They cross in front of the bus, where they can always see the driver and the driver can be sure to see them.</p>
<p>Pam and two staff children, well away from road-- another location. Bus stopping on the other side of road. Bus stops, yellow flashers change to red, children search, cross in front and enter bus.</p>	<p>V.O. Willy: Let's see if my friends remember to be safe when school is over for the day. (Children talking in background under Willy.)</p>
<p>Shot of children boarding bus at end of day. Bus pulls away from school.</p>	<p>Eric: Bye, Kelly.</p>
<p>Fade to bus approaching a bus stop across from Eric's house. The red flashers come on and Eric and Kelly exit.</p>	<p>Kelly: See you later, Eric.</p>
<p>Kelly walks directly to her house which is on the same side of the street.</p>	<p>V.O. Willy: (narrating) Kelly is doing fine. She knows that she should never stand near the bus when it pulls away.</p>
<p>Pan to Eric crossing in front of the bus. He stops at its outer edge before looking both ways and crossing. He crosses into his yard.</p>	<p>V.O. Willy: When Eric crosses the street, he walks about five giant steps away from the front of the bus. Now he stops at the outer edge of the bus to look to make sure no cars are coming. Eric crossed the right way.</p> <p>Willy: Hi, Eric.</p>

Title Film II. "Safety on the Sunny Yellow Bus"
 Program Elementary K-1 Unit Session 6
 Media Film

Page 6 of 7

Time Approx. 9:50 min.

Visual	Audio
<p>Eric enters yard. Sees Willy behind tree.</p>	<p>Eric: (waves) Hi there Willy. What're you doing here?</p>
	<p>Willy: I just wanted to make sure you remember how to be a safe street crosser when getting off your bus.</p>
	<p>Eric: How'd I do?</p>
	<p>Willy: Just fine. You remembered to stop at the outer edge of the bus. You remembered to look both ways before crossing. You know you should never cross behind the bus.</p>
<p>Willy disappears with a "pop."</p>	<p>Willy: I've got to hurry to the next stop. I want to make sure all my friends are as safe as you.</p>
<p>Bus approaches Jaloy'n's stop. She lives in a development with curbs. Her house is on the same side of the street as where the bus stops. Jaloy'n gets out of the bus, steps up on the curb towards her yard, and the bus driver closes the door. The bus begins to pull away. Just then she drops a book which falls close to the bus. She looks at it and starts to move to pick it up.</p>	<p>Eric: See you later, Willy.</p>
<p>CU Willy blowing whistle.</p>	<p>Willy: (Whistle blows) Wait, Jaloy'n. Never go near the bus when it's moving.</p>
<p>She looks in direction of whistle and stops. Bus pulls away.</p>	<p>Jaloy'n: But I dropped my book.</p>

Title Film II. "Safety on the Sunny Yellow Bus"

Page 7 of 7

Program Elementary K-1 Unit Session 6

Media Film

Time Approx. 9:50 min.

Visual	Audio
CU Willy Whistle on top of parked car.	Willy: It doesn't matter. The bus driver can't see you when you're that close to the bus. You could be hurt. Always wait until the bus is gone and there is no other traffic coming before you pick something up.
Willy disappears with a "pop."	Jaloy: Okay, Willy. I'm glad you were around when I needed you. V.O. Willy: See you later, Jaloy.
CU of Willy Whistle addressing audience.	Willy: Do you kids think you know how to be safe when you get off your bus? (Pause) I bet you do! V.O.
Judy, Jennifer and Kathy cross in front of bus and perform stop and search sequence as Willy Whistle speaks.	Willy: Kids that have to cross the road to get home, walk five giant steps in front of the bus, stop at the edge of the bus, and look left-right-left to be sure NO cars are coming. Then they can cross.
Kim, Craig and Noel get off bus as it stops at driveway. Noel runs toward bus to talk to Eric. Kim takes Noel's arm and pulls him well away from the bus.	V.O. Willy: Kids who don't have to cross the street, should remember to always move away from the side of the bus after they get off. Don't be standing near the bus when it starts to go.
CU of Willy Whistle behind the wheel of the bus.	Willy: It looks like my friends are learning to be safe street crossers when they get on and off the bus. I hope you'll practice being safe everyday when you get on and off the bus. I want you always to be safe street crossers.
MS of bus going away.	Bye, for now friends.
End Credits	Theme song.

Visual	Audio
Credits	Theme song
Pam, Kelly, Eric, and Karl are throwing a beach ball back and forth in a swimming pool. Judy and Noel are sitting at the pool's edge, dangling their feet in the water.	Fade to sounds of children laughing and playing in a swimming pool.
CU Willy Whistle sitting on top of diving board.	Willy: Hello down there!
Pam points at Willy. Other kids look where she's pointing.	Pam: (to other children) Look, there's Willy Whistle Mark: How've you been Willy?
CU Willy on diving board.	Willy: I've been busy this summer making sure that kids always remember to look both ways before crossin the street. Many kids are hurt by cars every year because they forget to stop and look both ways before going into the street. How did you kids make out this summer? Did you always remember to be safe street crossers?
CU Eric	Eric: I did, Willy. I always practiced what you taught us last year . . . remember?
Fade into clip from Film I script pg. 3.	
CU Willy	Willy: Thanks Pam. That was just great. Eric, show us what you have learned.
Eric walks to edge of road. Eric acts out sequence as he talks. As he looks right a car approaches.	Eric: All right. I walk to the edge of the road and <u>stop</u> . Now I look left. Then I look right. Oh no, here comes a car.
	Willy: What do you do when you see a car coming?

Visual	Audio
Acts out sequence.	Eric: I wait until it goes by. Then I look for traffic again. I look left, right, then left again to make sure no other cars are coming. Now I can cross because it's safe.
CU Willy	Willy: That was fine, Eric.
CU of kids.	Willy: We sure had a good time that day, didn't we?
CU Willy	Kids: (in unison) Yeah!
Fade in to clip from Film I script pg. 6.	Willy: Kelly, as I remember, you were always running into the street without looking. Remember . . .
Kelly begins to run toward edge of road. She catches herself and looks back towards Willy.	Kelly: Hey Willy! Watch me to see if I do this right. Okay?
Kelly acts out sequence as she talks. Kelly puts both hands on cars, performs sequence and runs across when Willy says, "That's right, Kelly."	Willy: Sure, Kelly. Go ahead.
Fade in to CU of Kelly.	Kelly: I look and listen to be sure the cars aren't running. Then, I stop near the cars where I can still touch them. I do the same thing you taught us before. I look left, right, then left again. There are no cars coming, so I can cross the street now.
CU Willy	Willy: That's right, Kelly.
CU Willy	Kelly: (giggles) I guess I'm always in a hurry, but I took time to be careful this summer.
MS Kids	Willy: I'm sure glad to hear that.
	Willy: Tommorrow's the first day of school for you kids, isn't it?
	Pam: Yeah, I'm anxious to see all my friends again.

Title Film III. "Willy Whistle . . . Into Intersections"
 Program Elementary Unit, Grade 2, Session 1
 Media Film

Page 3 of 7
 Time Approx. 13 min.

Visual	Audio
CU Kelly	Kelly: And I can hardly wait to see who my teacher's going to be.
CU Willy	Willy: I hope you'll remember how to be safe street crossers when you get on and off the school bus.
CU Karl	Karl: I won't forget. Remember when I almost missed the bus last year, Willy? You made sure that I took my time and crossed safely.
Fade to clip from Film II script pg. 3.	
Karl acts out sequence as he talks. Camera follows him through the sequence into the bus.	Willy: Okay, Karl, show me how you get on the bus safely. Remember how? Your mom showed you on the first day of school.
Karl takes five giant steps.	Karl: That's right - she did. I stop at the edge of the road. Now I look to to the left to see if any cars are coming. Then right and then left again. Since no cars are coming, I can cross to get on the bus.
Karl boards the bus, says "Hi" to the bus driver and the other kids and takes a seat.	Willy: Show me how far in front of the bus you should cross?
CU Willy (moved to poolside)	Karl: I cross where I can see the bus driver and she can see me. That's about five giant steps away from the front of the bus.
CU Noel	Willy: Very good, Karl.
	Willy: Well, you kids sure did a good job remembering everything you learned last year. But this year it's going to be tougher.
	Noel: What'd you mean, Willy?

Visual	Audio
<p>CU Willy</p>	<p>Willy: This year you have to learn how to cross at intersections where two streets come together. Cars can be moving from all sorts of directions there. You have to be especially careful when crossing at intersections.</p>
<p>Shot from behind Willy to include all kids.</p>	<p>Judy: We can do it Willy.</p>
	<p>Willy: I don't know, it isn't as easy as you think.</p>
<p>Camera technique shows kids jumping out of pool onto sidewalk by intersection (water on pavement). The kids look around themselves in amazement.</p>	<p>Eric: Give us a chance Willy. We'll show you we can do it.</p>
<p>MS Willy looking out from behind parked cars or telephone pole, etc.</p>	<p>Willy: O.K., kids, let's give it a try.</p>
<p>Children look at themselves. Children are completely dressed but they don't have shoes on. LS of group as they look at each other with surprise.</p>	<p>Splashing sound, then popping sound.</p>
<p>Shoes appear.</p>	<p>Willy: Oops, I forgot the shoes!</p>
<p>CU Willy</p>	<p>Popping sound.</p>
<p>Willy narrates off camera whenever possible. Camera pans area as Willy describes. The intersection is a two-way</p>	<p>Pam: You sure are something, Willy.</p>
	<p>Willy: (giggles) Gee, thanks. Now let's work on those intersections.</p>

Title Film III. "Willy Whistle . . . Into Intersections"

Page 5 of 7

Program Elementary Unit, Grade 2, Session 1

Media Film

Time Approx. 13 min.

Visual		Audio
<p>or four-way stop in a small town's residential area. Cars are parked on the street.</p>	<p>V.O. Willy:</p>	<p>This is the type of intersection you probably see around your house. Two streets cross one another here. There are no traffic lights to stop the cars.</p>
<p>Kelly will be performing the correct behavior sequence for intersection right. Kelly acts out the sequence as she talks.</p>	<p>Kelly: Willy: Kelly:</p>	<p>Right, Willy. I live just up the street from here. Well, Kelly, why don't you be first. All right.</p>
<p>Car approaches from behind Kelly as Willy talks.</p>	<p>V.O. Willy: Kelly:</p>	<p>(narrating off camera) O.K. Kelly. Do you remember what you learned last year about crossing streets? Sure I do.</p>
<p>Kelly looks behind her to see a car approaching.</p>	<p>V.O. Willy: Kelly:</p>	<p>Why don't you show me? O.K. I walk to the edge of the road then stop. That's right. Then what do you do? I look left, then right, then left again to make sure no cars are coming.</p>
<p>Kelly crosses street.</p>	<p>Willy:</p>	<p>Very good, Kelly, but at intersections cars can also come from behind you or in front of you. See? Here comes one now.</p>
		<p>At intersections you have to look in all possible directions to make sure no cars are coming. O.K., Kelly, look to your left again, now your right, then left. Since no cars are coming, look in front of you and then behind you. There's no traffic coming so walk straight across the street, but keep looking to make sure no cars appear suddenly.</p>

Title _____

Elementary Unit, Grade 2, Session 1

Program _____

Media Film

Time Approx. 13 min.

Visual	Audio
<p>LS Kelly across street.</p>	<p>Kelly: How was that, Willy?</p>
	<p>Willy: Just fine. Eric, why don't you give it a try? Show me how you cross at an intersection.</p>
<p>Eric approaches intersection and acts out sequence as he talks.</p>	<p>Eric: I stop at the curb and look left-right-left. Then I look in front of me and behind me. It's all clear, so I cross straight over to the other side.</p>
	<p>Willy: That was just great. You kids sure learn quickly. Pam, show us how to cross the other street.</p>
<p>Pam surveys the intersection and looks slightly confused. A parked car is present to her right as she considers crossing intersection left.</p>	<p>Pam: Oh, this is a little different. I can't see around this car. Should I walk to the edge of the car like you taught us before?</p>
	<p>Willy: That's right, Pam. You have to move to a spot where you can see drivers and they can see you. Now show us how to cross.</p>
<p>Pam approaches the intersection, stops at the outer edge of the parked car and acts out sequence as she talks. As she looks right, a car approaches and goes through the intersection.</p>	<p>Pam: Well, first I look and listen to make sure this parked car isn't running and ready to move. Then, I walk to the edge of the car where I can still touch it. Then I look left, then right. Here comes a car, so I wait for it to go by. Now, I start again. Look left-right-left. Now in front of me, then behind me. It's clear, so I can cross straight over to the other side.</p>
<p>Willy and kids pop to a busier intersection with a traffic light. The scenes at this intersection will be shot with actual traffic and appropriate script will be dubbed in afterward. Shots of the intersection are shown as Willy narrates.</p>	<p>V.O. Willy: That was just fine. I think you kids are ready for a different kind of intersection. Traffic lights are usually found at busier intersections. You cross intersections with traffic lights just like you did before, but here you have to wait for the green traffic light.</p>

Visual	Audio
<p>Noel and Judy perform the sequence as Willy narrates.</p>	<p>Willy: Noel and Judy, you can be first. Walk up to the curb and wait for the traffic light to turn green. O.K., wait until all the cars are stopped for the red light. Look left-then right-then left again to make sure the cars have stopped. Now look in front of you and then behind you to make sure no cars are turning into your path. Since no cars are turning, walk straight across, looking both behind and ahead to make sure that no cars start to turn while you are in their path.</p>
<p>LS Noel and Judy from other side of street.</p>	<p>Willy: That wasn't so hard, was it?</p>
<p>CU Willy</p>	<p>Noel: Nope.</p> <p>Willy: O.K., let's see the rest of you kids cross the other street. Kelly, you can tell us how to do it.</p>
<p>Kelly, Karl, Pam and Eric act out the correct crossing sequence.</p>	<p>Kelly: We wait for the traffic light to turn green. Now we look left-right-left to make sure the cars have stopped. Now, we look in front and then behind us to check for turning cars. When it's clear, we can cross but we have to keep looking for turning cars.</p>
<p>Kids look back towards Willy and smile as he praises them.</p>	<p>Willy: Way to go, kids! You sure make my job easy. I hope you'll always remember to be safe street crossers.</p>
<p>MS of kids in a group.</p>	<p>Judy: We will Willy.</p>
<p>Shots of kids crossing street back to where they started from.</p>	<p>Willy: (narrating off camera) I want all my friends to learn how to cross safely at intersections. Your teacher will show you how.</p>
<p>Credits</p>	<p>During this school year, you'll be able to practice being a safe street crosser. Bye for now.</p> <p>Theme song under narration gets louder when narration stops.</p>

Title Film IV. "Willy Whistle Sums Up Safety"
 Program Elementary Unit, Grade 3, Session 1
 Media Film

Page 1 of 2

Time Approx. 15 min.

Visual	Audio
<p>This film shows a new title and credits while the theme song is heard in the background. Then, Film III is used for the beginning of this film. The new action starts after Noel and Judy finish crossing the intersection having a traffic light.</p>	<p>Theme song.</p>
<p>MS Willy</p>	<p>Willy: That wasn't so hard, was it?</p>
<p>LS Noel</p>	<p>Noel: Nope.</p>
<p>Shot of kids walking up street and shots of traffic.</p>	<p>V.O. Willy: Let's take a walk up the street to the crosswalk. In a large town you should always cross at the corner unless there is a crosswalk. (Willy narrates as the kids walk.) Crosswalks are nice to have around, especially when you're in a hurry. Then you don't have to walk the whole way to the corner to cross. But, you have to be very careful when crossing the street at a crosswalk. Let's watch for a minute and maybe you'll see what I mean.</p>
<p>Shots of people crossing at crosswalk. Lori approaches crosswalk. A car coming down the street in the far right lane sees her, stops, and motions her on. Meanwhile, a car comes down the hill at a pretty fast clip and the driver doesn't see the car which has stopped for Lori. Lori looks left after she is in the outer lane and sees the car coming towards her. She jumps back as car screeches to a halt.</p>	<p>City sounds, traffic, people talking, etc.</p>
	<p>SFX: Blow whistle once as Lori forgets to look left.</p>

Title Film IV. "Willy Whistle Sums Up Safety"

Page 2 of 2

Program Elementary Unit, Grade 3, Session 1

Media Film

Time Approx. 15 min.

Visual	Audio
Cut away to shot of Willy shaking his head.	Willy: Even older people need to be taught how to be safe street crossers. Kids, did you see what that woman did wrong?
CU Eric	Eric: I did, Willy. She should have stopped at the edge of the car and looked to make sure no other cars were coming.
MS Pam	Pam: That's right. When the first car stopped the driver couldn't see the woman in the street. The women couldn't see the car coming either.
CU Willy	Willy: That's exactly right kids. Eric, why don't you show how you would cross here.
Eric approaches crosswalk just as car stops for him and driver motions him on. Eric acts out correct sequence as he narrates.	Eric: I walk to the edge of this car and stop where I can look for traffic and drivers can see me. Then, I look left, then right, then left again to make sure no cars are coming. There's no traffic, so I can cross.
LS Willy	Willy: That was great, Eric.
LS Eric crossing again to rejoin group as Willy narrates.	Willy: I hope all you kids will remember to always be safe street crossers.
LS of group as Eric rejoins them. Shot of group walking away toward intersection, then crossing correctly as a group.	Noel: We will, Willy. V.O. Willy: (narrating off camera) I want all of my friends to learn how to cross streets safely. Your teacher will show you how. During this school year, you'll be able to practice being a safe street crosser. Bye for now.
Credits	Theme song under narration gets louder as narration stops.

SLIDE/TAPE PRESENTATIONS I, II, III, AND IV

Based on the pilot test, two primary recommendations are made concerning the slide/tape presentations in general. Whenever an unsafe situation is depicted, it would be beneficial to show the same slide with a red "X" printed over it when the audiotape explains the reason for the unsafe situation. In addition, whenever possible, arrows emphasizing the unsafe elements of the situation should also appear on the slide with the red "X."

Otherwise, the slide/tape presentations can be reproduced with little effort. Although the audio will have to be redone to coincide with the addition, or elimination, of slides, most of the slides originally shot can be used. Before each slide/tape script that follows is a page listing specific slide changes, indicating elimination or the need to reshoot. Whenever elimination is indicated, the script has been revised to reflect this.

SLIDE/TAPE PRESENTATION I

Slide 1.7 - Should be reshot to depict an obvious midblock crossing to a mailbox. The current slide shows a crossing too close to an intersection.

Slide 1.19 - Eliminated.

SLIDE 1.22 - Eliminated.

Title Slide/Tape Presentation I

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Program Elementary Unit, Grade 2, Session 5

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
	BEEP
1.0	* THEME MUSIC
	BEEP
1.1	* HI, KIDS. IT'S WILLY WHISTLE. REMEMBER ME? (PAUSE) I BET YOU DO. I WANT ALL OF YOU TO LEARN HOW TO BE SAFE STREET CROSSERS. TODAY WE ARE GOING TO PLAY A GAME TOGETHER. YOU WILL SEE SLIDES OF SAFE AND UNSAFE STREET CROSSERS. FIRST DECIDE IF THE PERSON IS BEING SAFE. IF THE PERSON IS BEING SAFE, TELL ME SO WHEN I ASK YOU. IF THE PERSON IS UNSAFE, I WANT YOU TO TELL WHAT HE OR SHE DID WRONG. THEN TELL HOW YOU WOULD DO IT RIGHT. LET'S LOOK AT A FEW SLIDES TOGETHER SO YOU WILL SEE HOW TO PLAY THIS GAME.
1.2	BEEP * HERE IS ERIC. HE HAS WALKED TO THE EDGE OF THE ROAD AND HAS STOPPED. NOW HE LOOKS LEFT TO CHECK FOR CARS.
1.3	BEEP * NOW HE LOOKS RIGHT.
	BEEP

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Program Elementary Unit, Grade 2, Session 5

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.4	<p>* THEN, ERIC LOOKS LEFT AGAIN.</p> <p>(PAUSE)</p> <p>KIDS, IS ERIC SAFE OR UNSAFE? SHOUT OUT YOUR ANSWER.</p> <p>(PAUSE)</p> <p>THAT'S RIGHT. HE'S BEING SAFE.</p> <p>YOU SHOULD ALWAYS STOP AT THE EDGE OF THE ROAD, THEN LOOK TO YOUR LEFT--THEN TO YOUR RIGHT--THEN LEFT AGAIN TO MAKE SURE NO CARS ARE COMING BEFORE YOU CROSS THE STREET.</p> <p>NOW, LET'S TRY ONE MORE.</p> <p>BEEP</p>
1.5	<p>* WHAT ABOUT NOEL? IS HE BEING SAFE OR UNSAFE?</p> <p>NOW <u>EVERYONE</u> TELL ME YOUR ANSWER.</p> <p>(PAUSE)</p> <p>RIGHT KIDS. HE IS REALLY UNSAFE.</p> <p>NOEL RAN INTO THE STREET WITHOUT CHECKING TO SEE IF ANY CARS WERE COMING. REMEMBER, YOU SHOULD ALWAYS STOP AT THE EDGE OF THE ROAD AND LOOK LEFT-RIGHT-LEFT TO MAKE SURE NO CARS ARE COMING BEFORE GOING INTO THE STREET FOR ANY REASON.</p> <p>OKAY, ON WITH OUR GAME!</p> <p>BEEP</p>

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Program Elementary Unit, Grade 2, Session 5

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.6	<p>* HERE IS KELLY CROSSING THE STREET. SHE IS WALKING OUT BETWEEN THE PARKED CARS AND SHE'S LOOKING STRAIGHT AHEAD. IS SHE BEING SAFE CLASS?</p> <p>(PAUSE)</p> <p>NO, SHE ISN'T. TEACHER, ASK ONE OF YOUR STUDENTS TO TELL YOU WHY KELLY IS BEING UNSAFE? THEN HAVE ANOTHER STUDENT TELL THE CLASS HOW KELLY COULD BE SAFE. TURN OFF THE TAPE RECORDER UNTIL YOUR STUDENTS ARE FINISHED. THEN, TURN IT ON AGAIN. FROM NOW ON YOU WILL HEAR TWO BEEPS LIKE THIS--BEEP, BEEP--EVERY TIME YOU SHOULD TURN OFF THE TAPE RECORDER.</p> <p>BEEP, BEEP</p> <p>KELLY SHOULD HAVE STOPPED AT THE EDGE OF THE PARKED CARS AND LOOKED LEFT-RIGHT-LEFT TO MAKE SURE NO CARS WERE COMING.</p>
1.7	<p>BEEP</p> <p>* NOEL IS ON HIS WAY TO HIS MAILBOX. IS HE BEING SAFE?</p> <p>(PAUSE)</p> <p>HE SURE ISN'T. ONE OF YOU TELL YOUR TEACHER WHY NOEL IS UNSAFE. THEN, ANOTHER STUDENT CAN TELL HOW HE COULD HAVE BEEN SAFE.</p> <p>BEEP, BEEP</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.8	<p>NOEL DIDN'T STOP AT THE EDGE OF THE ROAD TO MAKE SURE NO CARS WERE COMING. HE COULD BE HIT BECAUSE HE IS IN SUCH A HURRY TO GET HIS MAIL.</p> <p>BEEP</p> <p>* JUDY'S BALL IS OUT IN THE STREET, BUT SHE HAS STOPPED AT THE EDGE OF THE PARKED CARS AND IS CHECKING FOR TRAFFIC. IS JUDY BEING SAFE? NOW WHAT IS YOUR ANSWER?</p> <p>(PAUSE)</p> <p>WAY TO GO CLASS! JUDY <u>IS</u> BEING SAFE. SHE IS GOING TO CHECK FOR TRAFFIC BEFORE SHE GOES OUT TO GET HER BALL. SEE HOW SHE STOPS AT THE EDGE OF THE PARKED CARS SO THAT SHE CAN SEE TRAFFIC AND DRIVERS CAN SEE HER.</p> <p>BEEP</p>
1.9	<p>* KARL, PAM, AND NOEL ARE CALLING TO KELLY AND HERE SHE COMES. IS KELLY BEING SAFE CLASS?</p> <p>(PAUSE)</p> <p>NO, SHE ISN'T. WHO CAN TELL YOUR TEACHER WHY KELLY IS BEING UNSAFE? THEN, TELL HOW KELLY COULD HAVE BEEN SAFE.</p> <p>BEEP, BEEP</p>

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Time Approx. 30 min.

Visual

Audio

1.10

KELLY SHOULD HAVE STOPPED AT THE EDGE OF THE ROAD TO LOOK LEFT-RIGHT-LEFT FOR CARS BEFORE CROSSING OVER TO HER FRIENDS.

HOW DO YOU LIKE THIS GAME SO FAR CLASS?

(PAUSE)

I HOPE YOU'RE HAVING AS MUCH FUN AS I AM.

BEEP

* THIS ONE IS A LITTLE HARDER. ERIC HAS ALREADY STOPPED TO LOOK LEFT-RIGHT-LEFT TO CHECK FOR CARS. HE COULDN'T SEE ANY CARS COMING SO HE IS CROSSING THE STREET. DO YOU THINK ERIC IS BEING SAFE HERE?

(PAUSE)

I HOPE YOU ALL ANSWERED "NO!" ERIC IS BEING UNSAFE EVEN THOUGH HE CHECKED FOR CARS. CAN ANYONE TELL YOUR TEACHER WHY ERIC IS UNSAFE?

BEEP, BEEP

YOU SHOULD NEVER CROSS A ROAD BY THE TOP OF A HILL. A CAR COULD COME OVER THE HILL AND THE DRIVER WOULDN'T HAVE ENOUGH TIME TO STOP FOR YOU. YOU SHOULD ONLY CROSS WHERE YOU HAVE A CLEAR VIEW WHEN YOU LOOK LEFT AND RIGHT.

BEEP

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Program Elementary Unit, Grade 2, Session 5

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.11	<p>* JUDY HAS JUST LEFT HER BUS TO GO HOME. IS SHE BEING SAFE?</p> <p>(PAUSE)</p> <p>SHE SURE IS. SEE HOW SHE CROSSES FIVE GIANT STEPS IN FRONT OF THE BUS WHERE SHE CAN SEE THE DRIVER AND THE DRIVER CAN SEE HER. JUDY KNOWS THAT CARS SOMETIMES DON'T STOP FOR THE FLASHING RED LIGHTS ON THE BUS. THAT'S WHY SHE STOPS AT THE FAR EDGE OF THE BUS TO CHECK FOR CARS.</p> <p>BEEP</p>
1.12	<p>* NOEL HAS JUST LEFT HIS BUS AND IS IN A HURRY TO GET HOME. IS HE BEING SAFE?</p> <p>(PAUSE)</p> <p>NO, HE ISN'T. PLEASE TELL YOUR TEACHER WHY NOEL IS UNSAFE AND TELL HOW HE COULD BE SAFE.</p> <p>BEEP, BEEP</p> <p>YOU SHOULD <u>NEVER</u> CROSS BEHIND YOUR BUS. ONLY CROSS IN FRONT WHERE THE DRIVER CAN SEE YOU.</p> <p>BEEP</p>
1.13	<p>* JENNIFER IS GETTING ON HER SCHOOL BUS. IS SHE BEING SAFE?</p> <p>(PAUSE)</p>

Visual	Audio
1.14	<p>NO SHE ISN'T. DO YOU KNOW WHY? TELL YOUR TEACHER WHY JENNIFER IS UNSAFE. THEN, TELL HOW SHE COULD BE SAFE.</p> <p>BEEP, BEEP</p> <p>YOU SHOULD ALWAYS WALK FIVE GIANT STEPS IN FRONT OF THE BUS WHERE YOU CAN SEE THE DRIVER AND THE DRIVER CAN SEE YOU.</p> <p>BEEP</p> <p>* HERE IS PAM AT HER BUS STOP. SHE IS STOPPED AT THE EDGE OF HER DRIVEWAY AND SHE IS LOOKING TO THE LEFT TO CHECK FOR CARS. THEN SHE WILL LOOK RIGHT AND THEN LEFT AGAIN. CLASS, IS PAM A SAFE STREET CROSSER?</p> <p>(PAUSE)</p> <p>SURE SHE IS. PAM KNOWS THAT CARS SOMETIMES DON'T STOP FOR THE FLASHING RED LIGHTS ON THE BUS. THAT'S WHY SHE IS CHECKING TO MAKE SURE ALL THE CARS HAVE STOPPED BEFORE SHE GETS ON HER BUS.</p> <p>BEEP</p>
1.15	<p>* HARRY HAS DROPPED HIS BOOK AND IS BENDING DOWN TO PICK IT UP. WHAT ABOUT HARRY? IS HE BEING SAFE?</p> <p>(PAUSE)</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.16	<p>NO, HE ISN'T. ONE OF YOU CAN TELL YOUR TEACHER WHY HE IS BEING UNSAFE. THEN, ONE OF YOU CAN TELL HOW HARRY COULD BE SAFE.</p> <p>BEEP, BEEP</p> <p>WHEN HARRY BENT OVER TO PICK UP HIS BOOK, THE BUS DRIVER COULD NO LONGER SEE HIM. HARRY SHOULD HAVE TOLD THE BUS DRIVER THAT HE DROPPED HIS BOOK BEFORE HE STOOPED OVER TO PICK IT UP. THEN THE BUS DRIVER WOULD KNOW WHAT HARRY WAS DOING AND HE WOULD BE SAFE.</p> <p>BEEP</p> <p>* HERE WE ARE AT KARL, JUDY, ERIC, AND NOEL'S BUS STOP. ARE THESE KIDS BEING SAFE WHILE THEY WAIT FOR THEIR BUS?</p> <p>(PAUSE)</p> <p>ERIC AND NOEL ARE BEING UNSAFE. WHO KNOWS WHY?</p> <p>TEACHER, HAVE ONE OF YOUR STUDENTS TELL YOU WHY THESE BOYS ARE UNSAFE. THEN, HAVE A STUDENT TELL YOU HOW ERIC AND NOEL COULD BE SAFE.</p> <p>BEEP, BEEP</p>

Visual	Audio
<p>1.17</p>	<p>REMEMBER, CLASS, YOUR BUS STOP IS NOT A PLAYGROUND. YOU SHOULD WAIT WELL OFF THE ROAD AND YOU SHOULDN'T PLAY ANY GAMES THAT COULD PUT YOU NEAR THE ROAD AND INTO THE PATH OF A CAR.</p> <p>BEEP</p> <p>* MICHELLE IS WALKING TO HER BUS. IS SHE BEING SAFE CLASS?</p> <p>(PAUSE)</p> <p>NO, SHE ISN'T. WHO KNOWS WHY?</p> <p>BEEP, BEEP</p> <p>IF YOU HAVE TO WALK ALONG THE ROAD TO GET TO YOUR BUS, YOU SHOULD ALWAYS WALK WAY OFF THE ROAD ON THE ROAD SHOULDER. NEVER WALK ON THE ROAD. REMEMBER TO ALWAYS WALK FACING TRAFFIC.</p>
<p>1.18</p>	<p>BEEP</p> <p>* CHRISTY IS STOPPING AT THE END OF HER DRIVEWAY TO CHECK FOR CARS BEFORE SHE CROSSES TO GET ON HER BUS. IS CHRISTY BEING SAFE?</p> <p>(PAUSE)</p> <p>YES, SHE IS. SEE HOW THE CAR IS PASSING THE BUS EVEN THOUGH THE BUS HAS ITS FLASHING RED LIGHTS ON. IT'S A GOOD THING CHRISTY STOPPED TO CHECK FOR CARS. OTHERWISE SHE COULD HAVE BEEN HIT.</p> <p>BEEP</p>

Visual	Audio
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1.20

* KELLY IS GETTING READY TO CROSS THE INTERSECTION. SHE IS STANDING ON THE CURB AND IS LOOKING LEFT TO CHECK FOR CARS. HOW ABOUT KELLY? IS SHE BEING SAFE?

(PAUSE)

SHE SURE ISN'T. WHO KNOWS WHY? THIS ONE IS A LITTLE HARDER.

BEEP, BEEP

WHENEVER THERE ARE PARKED CARS, YOU SHOULD ALWAYS WALK TO THE EDGE OF THE CARS AND STOP BEFORE LOOKING LEFT, RIGHT, LEFT, IN FRONT, AND BEHIND. KELLY CAN'T SEE CARS COMING FROM WHERE SHE IS STANDING AND THE DRIVERS CAN'T SEE HER EITHER.

BEEP

1.21

* IS KARL BEING SAFE WHILE HE CROSSES THIS INTERSECTION?

(PAUSE)

NO HE ISN'T. WILL SOMEONE PLEASE TELL YOUR TEACHER WHY KARL IS UNSAFE. THEN, TELL HOW HE COULD HAVE BEEN SAFE.

BEEP, BEEP

KARL SHOULD HAVE WAITED FOR THE LIGHT TO TURN GREEN BEFORE HE CROSSED. THEN, HE SHOULD HAVE LOOKED LEFT-RIGHT-LEFT-IN FRONT-AND BEHIND HIM TO CHECK FOR TRAFFIC.

BEEP

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.23	<p>* HERE IS JUDY GETTING READY TO CROSS THIS INTERSECTION. SHE HAS JUST STARTED TO LOOK FOR TRAFFIC AND LOOKS LEFT FIRST. IS SHE BEING SAFE?</p> <p>(PAUSE)</p> <p>YES, SHE IS. SHE WAITS UNTIL THE LIGHT TURNS GREEN, THEN SHE LOOKS LEFT-RIGHT-LEFT, IN FRONT OF HER, THEN BEHIND HER BEFORE SHE CROSSES TO THE OTHER SIDE.</p> <p>BEEP</p>
1.24	<p>* ARE THESE SAFE PEDESTRIANS?</p> <p>(PAUSE)</p> <p>NO, THEY'RE NOT. WHO KNOWS WHY?</p> <p>BEEP, BEEP</p> <p>THESE PEOPLE ARE UNSAFE BECAUSE THEY AREN'T CHECKING TO SEE IF ANY CARS ARE TURNING INTO THEIR PATH.</p> <p>BEEP</p>
1.25	<p>* WHAT ABOUT ERIC. IS HE BEING SAFE THIS TIME?</p> <p>(PAUSE)</p> <p>NO, HE ISN'T. PLEASE TELL YOUR TEACHER WHY ERIC IS UNSAFE.</p> <p>BEEP, BEEP</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1.26	<p>ERIC FORGOT TO LOOK LEFT-RIGHT-LEFT-IN FRONT-AND BEHIND TO MAKE SURE ALL THE CARS HAD STOPPED FOR THE LIGHT. HE COULD BE HIT BECAUSE HE FORGOT TO LOOK.</p> <p>WELL, CLASS, I SURE HAD FUN PLAYING THIS GAME WITH YOU TODAY. I HOPE YOU LEARNED MORE ABOUT BEING SAFE STREET CROSSERS.</p> <p>BYE FOR NOW, CLASS.</p> <p>BEEP</p> <p>* THEME SONG</p> <p>BEEP, BEEP</p>

SLIDE/TAPE PRESENTATION II

Slide 2.4 - Eliminated and replaced with slide 2.6

Slide 2.15 - Eliminated.

Title Slide/Tape Presentation II

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Program Elementary Unit Grade 3, Session 7

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
2.0	BEEP * THEME MUSIC BEEP
2.1	* HI, KIDS. IT'S WILLY WHISTLE. REMEMBER ME? (PAUSE) I SURE HOPE YOU DO. I WANT ALL OF YOU TO LEARN HOW TO BE SAFE STREET CROSSERS. TODAY I'D LIKE YOU TO PLAY A GAME WITH ME. YOU WILL SEE SLIDES OF UNSAFE STREET CROSSINGS. IN SOME SLIDES, THE PEDESTRIANS WILL BE AT FAULT. IN OTHER SLIDES, THE DRIVERS WILL BE AT FAULT. I WILL ASK YOU TO DECIDE WHETHER THE DRIVER OR PEDESTRIAN IS WRONG. THEN I WANT YOU TO TELL YOUR TEACHER WHY THE DRIVER OR PEDESTRIAN IS UNSAFE AND TELL HOW THE DANGER CAN BE CORRECTED. LET'S TRY A FEW PRACTICE SLIDES SO YOU CAN ALL LEARN HOW TO PLAY THIS GAME WITH ME. BEEP
2.2	* HERE IS NOEL TRYING TO CATCH HIS DOG. IS NOEL BEING UNSAFE HERE OR IS THE DRIVER OF THE CAR UNSAFE? (PAUSE) SHOUT OUT YOUR ANSWER, CLASS. (PAUSE)

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Visual	Audio
2.3	<p>I HOPE YOU ALL ANSWERED NOEL. HE RAN INTO THE STREET WITHOUT CHECKING TO SEE IF ANY CARS WERE COMING. REMEMBER, YOU SHOULD ALWAYS STOP AT THE EDGE OF THE ROAD AND LOOK LEFT-RIGHT-LEFT TO MAKE SURE NO CARS ARE COMING BEFORE GOING INTO THE STREET FOR ANY REASON.</p> <p>BEEP</p> <p>* WHAT ABOUT THIS SLIDE? WHO IS UNSAFE HERE?</p> <p>(PAUSE)</p> <p>THIS TIME IT'S THE DRIVER OF THE CAR. HE IS PASSING A STOPPED SCHOOL BUS WITH ITS RED LIGHTS FLASHING. HE'S BREAKING THE LAW AND COULD HURT SOMEONE. CARS ARE SUPPOSED TO STOP WHEN A SCHOOL BUS HAS ITS FLASHING RED LIGHTS ON, BUT SOMETIMES THEY DON'T. THAT IS WHY CHRISTY IS BEING A SAFE STREET CROSSER HERE. SHE REMEMBERED TO STOP AND LOOK TO MAKE SURE ALL THE CARS HAVE STOPPED BEFORE SHE CROSSES TO GET ON HER BUS.</p> <p>OKAY, ON WITH OUR GAME.</p> <p>BEEP</p>
2.6	<p>* IT'S STARTING TO GET DARK HERE. SEE HOW THE TRUCK HAS ITS LIGHTS ON. KITTY IS LOOKING RIGHT AND THINKS IT'S SAFE TO CROSS. WHO IS UNSAFE IN THIS PICTURE? SHOUT OUT YOUR ANSWER.</p> <p>(PAUSE)</p> <p>THIS TIME IT'S KITTY. WHO KNOWS WHY?</p>

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Program Elementary Unit Grade 3, Session 7

Media Slides/Cassette Audiotape

Approx. 30 min.
Time _____

Visual	Audio
2.5	<p>BEEP BEEP</p> <p>TEACHER, HAVE ONE OF YOUR STUDENTS TELL WHY KITTY IS UNSAFE, AND THEN HAVE SOMEONE TELL YOU HOW SHE COULD HAVE BEEN SAFE. YOU CAN TURN OFF THE PLAYER WHILE YOUR CLASS TALKLS ABOUT THIS SLIDE. THEN TURN IT BACK ON WHEN THEY ARE FINISHED. FROM NOW ON YOU'LL HEAR THIS SOUND (BEEP BEEP) EVERYTIME YOU SHOULD SHUT OFF THE PLAYER.</p> <p>BEEP BEEP</p> <p>FIRST OF ALL, KITTY IS WEARING DARK CLOTHES AND IT'S GETTING DARK. DRIVERS WILL HAVE A HARD TIME SEEING HER. THAT'S WHY I ALWAYS TELL MY FRIENDS TO WEAR LIGHT COLORED CLOTHES WHEN THEY'RE OUT AT NIGHT. YOU KNOW YOU COULD ALSO WEAR SOMETHING THAT IS REFLECTIVE OR CARRY A FLASHLIGHT WHEN YOU HAVE TO BE OUT AFTER DARK. YOU SHOULD TRY TO MAKE IT EASIER FOR DRIVERS TO SEE YOU. KITTY IS ALSO BEING UNSAFE BECAUSE SHE DOESN'T HAVE ENOUGH TIME TO CROSS THE ROAD IN FRONT OF THE TRUCK. SHE SHOULD HAVE WAITED UNTIL SHE HAD A CLEAR VIEW TO THE LEFT AND TO THE RIGHT</p> <p>BEEP</p> <p>* WHO IS BEING UNSAFE HERE? IS IT THE DRIVER OF THE CAR OR JUDY?</p> <p>(PAUSE)</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
	<p>IF YOU SAID THE DRIVER, RIGHT YOU ARE! NOW TELL YOUR TEACHER WHAT THE DANGER IS AND HOW THE DANGER COULD BE CORRECTED.</p> <p>BEEP BEEP</p> <p>LUCKY FOR JUDY. SHE REMEMBERED WHAT I TAUGHT HER ABOUT GETTING OFF HER SCHOOL BUS. SEE HOW SHE STOPS AT THE FAR EDGE OF HER BUS TO CHECK TO MAKE SURE ALL THE CARS HAVE STOPPED.</p>
2.7	<p>BEEP</p> <p>* WHO IS UNSAFE HERE, CLASS?</p> <p>(PAUSE)</p> <p>THIS TIME IT'S THE PEDESTRIAN. TELL YOUR TEACHER WHY BONNIE IS BEING UNSAFE. THIS ONE IS A LITTLE HARDER.</p> <p>BEEP BEEP</p> <p>YOU SHOULD NEVER CROSS A ROAD BY THE TOP OF A HILL. DRIVERS COMING OVER THE TOP OF THE HILL CAN'T SEE YOU AND WOULDN'T HAVE ENOUGH TIME TO STOP FOR YOU.</p>
2.8	<p>BEEP</p> <p>* THIS BOY CAN HARDLY WAIT TO GET HIS ICE CREAM. WHO IS UNSAFE IN THIS PICTURE?</p> <p>(PAUSE)</p> <p>THE BOY IS UNSAFE. WHO KNOWS WHY?</p>

Visual	Audio
<p>2.9</p>	<p>BEEP BEEP</p> <p>EVEN WHEN YOU'RE IN A HURRY, YOU SHOULD ALWAYS STOP TO LOOK LEFT-RIGHT-LEFT BEFORE CROSSING THE STREET.</p> <p>BEEP</p> <p>* WHO IS BEING UNSAFE HERE--THE BUS DRIVER OR NOEL?</p> <p>(PAUSE)</p> <p>NOEL IS NOT BEING A SAFE STREET CROSSER. TELL YOUR TEACHER WHY.</p> <p>BEEP BEEP</p> <p>YOU SHOULD <u>NEVER</u> CROSS BEHIND YOUR BUS. ONLY CROSS IN FRONT OF THE BUS WHERE YOU CAN SEE THE DRIVERS AND THE DRIVERS CAN SEE YOU.</p>
<p>2.10</p>	<p>BEEP</p> <p>* MICHELE IS WALKING TO HER BUS. IS SHE BEING SAFE, CLASS?</p> <p>(PAUSE)</p> <p>I HOPE YOU ALL SAID "NO." WHO CAN TELL YOUR TEACHER WHY MICHELLE IS UNSAFE?</p> <p>BEEP BEEP</p> <p>IF YOU HAVE TO WALK ALONG THE ROAD TO GET TO YOUR BUS, YOU SHOULD ALWAYS WALK WAY OFF THE ROAD ON THE ROAD SHOULDER. NEVER WALK ON THE ROAD. REMEMBER TO ALWAYS WALK FACING TRAFFIC.</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
2.11	<p>BEEP</p> <p>* HEATHER'S BUS IS STOPPED WITH ITS RED FLASHING LIGHTS ON. WHO IS UNSAFE HERE--HEATHER OR THE DRIVER OF THE CAR?</p> <p>(PAUSE)</p> <p>THIS TIME IT'S THE DRIVER. TELL YOUR TEACHER WHY THE DRIVER IS UNSAFE.</p> <p>BEEP BEEP</p> <p>LUCKILY, HEATHER REMEMBERED TO STOP AND LOOK LEFT-RIGHT-LEFT BEFORE CROSSING TO GET ON HER BUS. OTHERWISE, THIS CAR COULD HAVE HIT HER. THE DRIVER WAS GOING TOO FAST TO STOP FOR THE FLASHING RED LIGHTS ON THE BUS.</p>
2.12	<p>BEEP</p> <p>* WHO IS UNSAFE IN THIS PICTURE?</p> <p>(PAUSE)</p> <p>JENNIFER IS UNSAFE. WHO KNOWS WHY? TELL YOUR TEACHER WHY JENNIFER IS UNSAFE, THEN TELL HER HOW SHE COULD BE SAFE.</p> <p>BEEP BEEP</p> <p>JENNIFER SHOULD BE WALKING WHERE SHE CAN SEE THE BUS DRIVER AND WHERE THE BUS DRIVER CAN SEE HER. HOW FAR IS THAT, CLASS? REMEMBER TO SHOUT OUT YOUR ANSWER.</p> <p>(PAUSE)</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
2.13	<p>THAT'S RIGHT--FIVE GIANT STEPS.</p> <p>BEEP</p> <p>* HERE IS ERIC WALKING TO HIS BUS STOP. WHO IS BEING UNSAFE HERE, CLASS--ERIC OR THE DRIVER OF THE CAR?</p> <p>(PAUSE)</p> <p>ERIC IS UNSAFE. WHO KNOWS WHY?</p> <p>BEEP BEEP</p> <p>FIRST OF ALL ERIC IS WALKING ON THE ROAD. REMEMBER, YOU SHOULD ALWAYS WALK ON THE ROAD SHOULDER. ERIC IS ALSO WALKING ON THE WRONG SIDE OF THE ROAD. HE SHOULD BE WALKING <u>FACING</u> TRAFFIC.</p> <p>BEEP</p>
2.14	<p>* WHO IS BEING UNSAFE IN THIS PICTURE--ERIC OR THE DRIVER OF THE STATION WAGON?</p> <p>(PAUSE)</p> <p>THIS TIME IT'S THE DRIVER OF THE CAR. WHO CAN TELL YOUR TEACHER WHY?</p> <p>BEEP BEEP</p> <p>THIS DRIVER RAN A RED LIGHT. IT SURE IS A GOOD THING THAT ERIC REMEMBERED TO LOOK IN ALL DIRECTIONS LEFT, RIGHT, LEFT, IN FRONT AND BEHIND BEFORE HE CROSSED THIS STREET</p> <p>BEEP</p>

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Visual	Audio
2.16	<p>* HERE IS JUDY LOOKING FOR TRAFFIC BEFORE SHE CROSSES THIS INTERSECTION. IS JUDY BEING A SAFE STREET CROSSER?</p> <p>(PAUSE)</p> <p>NO SHE ISN'T. TELL YOUR TEACHER WHAT IS WRONG WITH THIS PICTURE.</p> <p>BEEP BEEP</p> <p>I HOPE YOU ALWAYS REMEMBER TO WALK TO THE FAR EDGE OF ANY PARKED CARS BEFORE YOU LOOK FOR TRAFFIC.</p> <p>BEEP</p>
2.17	<p>HERE IS A PEDESTRIAN IN THE CROSSWALK OF A BIG TOWN. TWO CARS ARE MOVING TOWARD HER. IS SHE BEING SAFE?</p> <p>(PAUSE)</p> <p>NO, SHE ISN'T. TELL YOUR TEACHER WHY.</p> <p>BEEP BEEP</p> <p>NEVER THINK THAT CARS ARE GOING TO STOP FOR YOU JUST BECAUSE YOU'RE IN A CROSSWALK. ONLY CROSS WHEN THE STREET IS CLEAR OR <u>ALL</u> THE CARS HAVE STOPPED FOR YOU.</p> <p>BEEP</p>
2.18	<p>* HERE COMES A CAR TOWARD THE STOP SIGN AND PAM IS STARTING TO CROSS THIS INTERSECTION. WHO IS BEING UNSAFE HERE? PAM OR THE DRIVER OF THE CAR?</p> <p>(PAUSE)</p>

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Visual	Audio
2.19	<p>THIS TIME PAM IS UNSAFE. TELL YOUR TEACHER WHAT PAM IS DOING WRONG.</p> <p>BEEP BEEP</p> <p>NEVER THINK THAT A CAR WILL STOP FOR A STOP SIGN. IT'S BEST TO WAIT UNTIL THE CAR GOES BY BEFORE YOU CROSS BY A STOP SIGN.</p> <p>BEEP</p> <p>* WHO IS UNSAFE HERE--THE DRIVER OF THE CAR OR THE PEDESTRIAN? THIS TIME IT'S THE PEDESTRIAN. WHO KNOWS WHY?</p> <p>BEEP BEEP</p> <p>REMEMBER TO KEEP ON CHECKING IN FRONT AND BEHIND YOU FOR TURNING CARS WHEN YOU CROSS AN INTERSECTION.</p>
2.20	<p>BEEP</p> <p>* PAM, KARL, AND NOEL ARE CALLING TO KELLY TO COME PLAY WITH THEM. IS KELLY BEING A SAFE STREET CROSSER HERE?</p> <p>(PAUSE)</p> <p>NO, SHE ISN'T. TELL YOUR TEACHER WHY KELLY IS UNSAFE.</p> <p>BEEP BEEP</p> <p>DON'T FORGET TO <u>STOP</u> BEFORE YOU LOOK LEFT-RIGHT-LEFT. DON'T START OUT INTO THE ROAD AND THEN LOOK FOR TRAFFIC.</p>

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Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
2.21	<p>BEEP</p> <p>ARE KARL AND NOEL BEING SAFE HERE?</p> <p>(PAUSE)</p> <p>NO, THEY AREN'T. WHO KNOWS WHY?</p> <p>BEEP BEEP</p> <p>KARL AND NOEL COULD BE HURT IF THEY FELL OUT INTO THE STREET. WHILE WAITING TO CROSS A STREET, YOU SHOULD BE STILL, NEVER PUSH AND SHOVE.</p>
2.22	<p>BEEP</p> <p>WHO IS BEING UNSAFE HERE? THE PEDESTRIANS OR THE DRIVER?</p> <p>(PAUSE)</p> <p>THE PEDESTRIANS ARE BEING UNSAFE. WHO CAN TELL YOUR TEACHER WHAT THEY ARE DOING WRONG?</p> <p>BEEP BEEP</p> <p>THESE FOLKS FORGOT TO LOOK BEHIND THEM FOR TURNING TRAFFIC. THEY'RE NOT PAYING ATTENTION TO WHAT THEY ARE DOING--CROSSING A BUSY INTERSECTION.</p>
2.23	<p>BEEP</p> <p>IS ERIC BEING SAFE HERE?</p> <p>(PAUSE)</p> <p>NO, HE ISN'T. WHO KNOWS WHY?</p> <p>BEEP BEEP</p>

Title Slide/Tape Presentation II

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Program Elementary Unit Grade 3, Session 7

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
2.24	<p>ERIC IS IN SUCH A HURRY THAT HE FORGOT TO LOOK IN FRONT AND BEHIND HIM FOR TURNING CARS.</p> <p>WELL, BOYS AND GIRLS, THAT'S THE END OF OUR GAME TODAY. REMEMBER TO ALWAYS BE SAFE STREET CROSSERS.</p> <p>BEEP</p> <p>BYE FOR NOW.</p> <p>* THEME SONG</p> <p>BEEP BEEP</p>

SLIDE/TAPE PRESENTATION III

The narrator for this slide/tape presentation should be the main character used in the films for the fourth and fifth grades. The script which follows should be revised where appropriate to suit the new character.

Slide 3.3 - Eliminate and replace with a slide depicting an intersection crossing in which the search is being conducted on the sidewalk, even though a parked car is present to the child's left.

Visual	Audio
3.0	BEEP
3.1	<p>* HI, KIDS. REMEMBER ME - KITTY? I TRIED TO TEACH THAT SPACEY GUY, FRED, HOW TO BE SAFE ON OUR ROADS. NOW, I WANT TO SEE IF <u>YOU</u> KNOW HOW TO BE SAFE PEDESTRIANS. TODAY YOU WILL BE TAKING A QUIZ TO SEE IF YOU CAN RECOGNIZE DANGEROUS SITUATIONS.</p> <p>YOUR TEACHER WILL SHOW YOU TEN SLIDES. EACH SLIDE WILL SHOW A DANGEROUS SITUATION. FOR EACH SLIDE, YOU SHOULD FIRST WRITE DOWN THE DANGER AND THEN, IN A FEW WORDS, EXPLAIN HOW THE DANGER CAN BE CORRECTED.</p> <p>LET'S GO OVER THE EXAMPLES TOGETHER, USING THE ANSWER SHEET THAT YOUR TEACHER PASSED OUT TO YOU.</p> <p>BEEP</p>
3.2	<p>* FIRST, YOU HAVE TO DECIDE WHAT THE DANGER IS.</p> <p>(PAUSE 3 SECONDS)</p> <p>THE DANGER HERE IS THAT THE BOY RAN INTO THE STREET WITHOUT LOOKING FOR CARS. LOOK AT THE FIRST COLUMN ON YOUR ANSWER SHEET TO SEE HOW THE ANSWER IS FILLED IN.</p> <p>(PAUSE 3 SECONDS)</p>

Visual	Audio
3.3	<p>NEXT, YOU HAVE TO DECIDE HOW YOU WOULD DO IT RIGHT.</p> <p>(PAUSE 3 SECONDS)</p> <p>YOU KNOW THAT YOU SHOULD ALWAYS STOP AND LOOK LEFT- RIGHT-LEFT TO MAKE SURE NO CARS ARE COMING BEFORE GOING INTO THE STREET FOR ANY REASON.</p> <p>LOOK AT THE SECOND COLUMN ON YOUR ANSWER SHEET TO SEE HOW THE ANSWER IS FILLED IN TO CORRECT THIS DANGER. YOU WOULD STOP AT THE EDGE OF THE ROAD, THEN LOOK LEFT- RIGHT-LEFT.</p> <p>BEEP</p> <p>* SEE IF YOU CAN RECOGNIZE THE DANGER IN THIS SLIDE.</p> <p>(PAUSE 3 SECONDS)</p> <p>THIS GIRL IS STANDING ON THE SIDEWALK TO SEARCH FOR CARS, BUT THERE IS A PARKED CAR BLOCKING HER VIEW. REMEMBER, YOU SHOULD ALWAYS WALK TO THE FAR EDGE OF A PARKED CAR WHERE YOU CAN SEE CLEARLY IN ALL DIRECTIONS.</p> <p>(PAUSE 3 SECONDS)</p>

Title Slide/Tape Presentation III - Safety Identification Quiz

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Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
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3.4

BEEP

* SEE IF YOU CAN FIND THE DANGER IN THIS SLIDE.

(PAUSE 3 SECONDS)

IN THE FIRST COLUMN ON YOUR ANSWER SHEET, WRITE DOWN IN THE SPACE FOR EXAMPLE C WHAT YOU THINK THE DANGER IS.

(PAUSE 10 SECONDS)

YOU SHOULD HAVE WRITTEN "PEDESTRIANS NOT LOOKING FOR TURNING CARS." NOW, SEE IF YOU CAN FILL IN THE SECOND COLUMN FOR EXAMPLE C--HOW YOU WOULD DO IT RIGHT.

(PAUSE 10 SECONDS)

FOR THIS EXAMPLE, YOU SHOULD HAVE WRITTEN "ALWAYS LOOK IN FRONT AND BEHIND FOR TURNING CARS WHILE CROSSING INTERSECTIONS."

NOW, YOU WILL SEE 10 SLIDES. FOR EACH SLIDE, YOU SHOULD FIRST WRITE DOWN THE DANGER, AND THEN IN A FEW WORDS EXPLAIN HOW YOU WOULD CORRECT THE DANGER.

3.5

BEEP

* HERE IS SLIDE ONE. PAM JUST CALLED TO KARL AND HE IMMEDIATELY STARTED TO RUN OVER TO HER. FILL IN YOUR ANSWER SHEET FOR SLIDE ONE.

(PAUSE 30 SECONDS)

Title Slide/Tape Presentation III - Safety Identification Quiz
 Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6
 Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
	<p>TEACHER, YOU'LL HEAR THE SOUND (BEEP BEEP)</p> <p>EVERYTIME YOU SHOULD SHUT OFF THE PLAYER. WHEN YOUR CLASS IS FINISHED WRITING THEIR ANSWERS, TURN ON THE RECORDER.</p> <p>BEEP</p>
3.6	<p>* IN SLIDE TWO, NOEL WAITED FOR THE LIGHT TO TURN GREEN AND THEN IMMEDIATELY STEPPED OFF THE CURB. FILL IN THE ANSWER FOR SLIDE TWO.</p>
	<p>BEEP BEEP</p> <p>BEEP</p>
3.7	<p>* THIS CAR IS MOVING TOWARD THE STOP SIGN. PAM HAS ALREADY LOOKED LEFT-RIGHT-LEFT-IN FRONT-AND BEHIND AND HAS DECIDED TO CROSS. FILL IN YOUR ANSWER FOR SLIDE THREE.</p>
	<p>(PAUSE 30 SECONDS)</p> <p>BEEP</p>
3.9	<p>* THESE CARS ARE MOVING TOWARD THE CROSSWALK. THE PEDESTRIAN LOOKED LEFT-RIGHT-LEFT WHEN SHE BEGAN TO CROSS THE STREET. WRITE DOWN YOUR ANSWER FOR SLIDE FOUR.</p>
	<p>BEEP BEEP</p> <p>BEEP</p>
3.9	<p>* THIS BOY IS JOGGING ALONG THE ROAD. WRITE YOUR ANSWER FOR SLIDE FIVE.</p> <p>BEEP BEEP</p>

Title Slide/Tape Presentation III - Safety Identification Quiz
 Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6
 Media Slides/Cassette Audiotape

Page 5 of 9
 Time Approx. 30 min.

Visual	Audio
3.10	<p>BEEP</p> <p>* HERE I AM WALKING ALONG THE ROADWAY AT NIGHT.</p> <p>FILL IN YOUR ANSWER FOR SLIDE SIX.</p> <p>BEEP BEEP</p> <p>BEEP</p>
3.11	<p>* PAM AND KARL ARE WALKING ALONG THE ROAD. FILL IN YOUR ANSWER FOR SLIDE SEVEN.</p> <p>BEEP BEEP</p> <p>BEEP</p>
3.12	<p>* HERE IS JUDY WALKING ALONG THE ROADWAY. WRITE DOWN YOUR ANSWER FOR SLIDE EIGHT.</p> <p>BEEP BEEP</p> <p>BEEP</p>
3.13	<p>* NOEL IS WALKING ALONG THE ROADWAY HERE. WRITE DOWN YOUR ANSWER FOR SLIDE NINE.</p> <p>BEEP BEEP</p> <p>BEEP</p>
3.14	<p>* THE LAST SLIDE SHOWS SCOTT WALKING ALONG THE ROAD. FILL IN YOUR ANSWER FOR SLIDE TEN.</p> <p>BEEP BEEP</p>

Title Slide/Tape Presentation III - Safety Identification Quiz

Page 6 of 9

Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
	<p>NOW LET'S SEE HOW SAFE YOU ARE. TEACHER TURN BACK TO SLIDE ONE. IT IS NUMBERED 3.5 AND IT SHOWS KARL RUNNING ACROSS THE ROAD TO PAM.</p> <p>(PAUSE 10 SECONDS)</p> <p>NOW, CLASS, WATCH YOUR PAPERS AS I GO OVER THE ANSWERS WITH YOU. IF YOU THINK THAT YOU ANSWERED CORRECTLY, PUT A STAR IN FRONT OF THE NUMBER ON YOUR ANSWER SHEET.</p> <p>BEEP</p>
3.5	<p>* THE ANSWER FOR SLIDE ONE IS THE SAME AS EXAMPLE A. KARL RAN INTO THE STREET WITHOUT LOOKING FOR CARS. HE SHOULD HAVE STOPPED AT THE EDGE OF THE ROAD AND LOOKED LEFT-RIGHT-LEFT BEFORE HE WENT INTO THE STREET.</p> <p>BEEP</p>
3.6	<p>* IN SLIDE TWO, THE DANGER WAS THAT NOEL DIDN'T LOOK TO SEE IF ALL THE CARS HAD STOPPED BEFORE HE STEPPED INTO THE STREET. WHAT IF A CAR HAD RUN THE RED LIGHT?</p> <p>(PAUSE 1 SECOND)</p> <p>TO CORRECT THIS DANGER, YOU SHOULD ALWAYS STOP AND LOOK LEFT-RIGHT-LEFT, IN FRONT, AND BEHIND BEFORE CROSSING AN INTERSECTION. FOR SLIDE TWO, YOU SHOULD</p>

Title Slide/Tape Presentation III - Safety Identification Quiz
 Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6
 Media Slides/Cassette Audiotape

Page 7 of 9

Time Approx. 30 min.

Visual	Audio
3.7	<p>HAVE WRITTEN "PEDESTRIAN DIDN'T LOOK FOR CARS" IN THE FIRST COLUMN AND "STOP AT CURB, THEN LOOK LEFT-RIGHT-LEFT, IN FRONT, AND BEHIND" IN THE SECOND COLUMN.</p> <p>BEEP</p> <p>* THE DANGER IN SLIDE THREE IS THAT PAM ASSUMES THAT THE CAR IS GOING TO STOP AT THE STOP SIGN. WHAT IF THE DRIVER DOESN'T NOTICE THE STOP SIGN?</p> <p>(PAUSE 1 SECOND)</p> <p>TO CORRECT THIS DANGER, YOU SHOULD WAIT FOR ALL TRAFFIC TO GO BY BEFORE CROSSING THE STREET.</p> <p>BEEP</p>
3.8	<p>* THE DANGER IN SLIDE FOUR IS THAT THE PEDESTRIAN ASSUMES THAT THE CARS ARE GOING TO STOP FOR HER BECAUSE SHE'S CROSSING IN THE CROSSWALK. DID YOU KNOW THAT IN SOME STATES CARS <u>DON'T</u> HAVE TO STOP FOR PEDESTRIANS IN THE CROSSWALK?</p> <p>(PAUSE 1 SECOND)</p> <p>TO CORRECT THIS DANGER, YOU SHOULD CROSS ONLY WHEN YOU HAVE A CLEAR VIEW AFTER LOOKING LEFT-RIGHT-LEFT, OR AFTER YOU'RE SURE THAT <u>ALL</u> THE CARS HAVE STOPPED FOR YOU.</p>

Title Slide/Tape Presentation III - Safety Identification Quiz

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Program Elementary Unit Grade 4, Session 7 & Grade 5, Session 6

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
3.9	<p>BEEP</p> <p>* THE DANGER IN SLIDE FIVE IS THAT THIS JOGGER IS JOGGING WITH TRAFFIC. HE IS GOING THE WRONG WAY. REMEMBER, YOU SHOULD ALWAYS WALK (OR JOG) FACING TRAFFIC. IN COLUMN TWO, YOU SHOULD HAVE WRITTEN "JOG FACING TRAFFIC."</p>
3.10	<p>BEEP</p> <p>* IN SLIDE SIX, YOU CAN SEE THAT IT IS DANGEROUS TO WEAR DARK CLOTHES IF YOU HAVE TO BE WALKING ALONG THE ROADWAY AT NIGHT. IT'S HARD FOR DRIVERS TO SEE YOU. TO CORRECT THIS DANGER, YOU SHOULD WEAR LIGHT COLORED CLOTHING IF YOU HAVE TO BE OUT AT NIGHT. IT'S EVEN BETTER TO WEAR REFLECTIVE TAPE OR A REFLECTIVE VEST AT NIGHT. REFLECTIVE MATERIAL SHINES WHEN IT IS IN THE LIGHT FROM A CAR'S HEADLIGHTS. CARRYING A FLASHLIGHT WOULD HELP TOO.</p>
3.11	<p>BEEP</p> <p>* IN SLIDE SEVEN, YOU CAN SEE THAT IT'S DANGEROUS TO WALK SIDE BY SIDE ON THE ROAD. TO CORRECT THIS DANGER, YOU SHOULD ALWAYS WALK SINGLE FILE. REMEMBER, YOU SHOULD WALK AS FAR AWAY FROM THE ROAD SURFACE AS POSSIBLE.</p>

Visual	Audio
3.12	<p>BEEP</p> <p>* IN SLIDE EIGHT, JUDY IS BEING DANGEROUS BECAUSE SHE IS WALKING ON THE ROADWAY. TO CORRECT THIS DANGER, YOU SHOULD ALWAYS WALK ON THE SHOULDER OF THE ROAD AS FAR AWAY FROM THE ROAD AS POSSIBLE.</p>
3.13	<p>BEEP</p> <p>* NOEL IS WALKING ON THE WRONG SIDE OF THE ROAD IN SLIDE NINE. YOU SHOULD ALWAYS WALK FACING TRAFFIC.</p>
3.14	<p>BEEP</p> <p>* SCOTT IS BEING UNSAFE IN SLIDE TEN BECAUSE HE IS WALKING ON THE ROADWAY--NOT ON THE SHOULDER. THIS CAR JUST CAME OVER THE TOP OF THE HILL AND THE DRIVER MIGHT NOT HAVE ENOUGH TIME TO SWERVE TO MISS SCOTT.</p> <p>TO CORRECT THIS DANGER, ALWAYS WALK ON THE SHOULDER OFF THE ROAD AS FAR WAY FROM THE PAVEMENT AS POSSIBLE, ESPECIALLY WHEN YOU'RE WALKING UP HILL.</p>
3.15	<p>BEEP</p> <p>* WELL, THAT'S IT FOR SAFETY FOR TODAY. I HOPE YOU'LL ALWAYS REMEMBER TO BE SAFE PEDESTRIANS.</p> <p>BYE FOR NOW.</p> <p>BEEP BEEP</p>

SLIDE/TAPE PRESENTATION IV

The narrator for this slide/tape presentation should be the main character used in the films for fourth and fifth grades. The script which follows should be revised where appropriate to suit the new character.

Visual	Audio
	BEEP
4.0	BEEP
4.1	<p>* HI, CLASS. I'M KITTY. BY NOW I BET YOU'VE LEARNED ALL THE RULES THAT CAN MAKE YOU SAFE PEDESTRIANS.</p> <p>SOMETIMES THOUGH, YOU HAVE TO USE YOUR COMMON SENSE WHEN IT COMES TO SAFETY. OFTEN YOU HAVE TO MODIFY THE SAFETY RULES YOU'VE LEARNED TO FIT SPECIAL SITUATIONS THAT YOU ENCOUNTER. TODAY YOU WILL BE LOOKING AT SLIDES OF DIFFERENT SITUATIONS. SOME SLIDES REVIEW SAFETY RULES THAT YOU WERE TAUGHT IN EARLIER GRADES, BUT OTHERS DEAL WITH UNUSUAL SITUATIONS AND SPECIAL HAZARDS. I'LL ASK YOU A DIFFERENT QUESTION ABOUT EACH SLIDE AND THEN YOU'LL HAVE TIME TO DISCUSS THE ANSWER IN YOUR CLASS. WHY DON'T YOU KEEP A SCORE OF CORRECT AND INCORRECT ANSWERS ON THE BLACKBOARD?</p> <p>BEEP</p>
4.2	<p>* THIS SLIDE SHOWS ALAN AND CHRISTINE PLAYING TAG IN THEIR NEIGHBORHOOD. WHAT IS THE HAZARD IN THIS SLIDE?</p> <p>TEACHER, FROM NOW ON YOU WILL HEAR TWO BEEPS LIKE THIS - BEEP, BEEP - EVERY TIME YOU SHOULD TURN OFF THE</p>

Visual	Audio
4.3	<p>RECORDER FOR A CLASS DISCUSSION. WHEN YOUR CLASS IS FINISHED WITH THEIR DISCUSSIONS, TURN ON THE RECORDER.</p> <p style="text-align: center;">BEEP, BEEP</p> <p>THESE KIDS WERE SO WRAPPED UP IN THEIR GAME THAT THEY RAN RIGHT OUT INTO THE STREET. ALAN SHOULDN'T BE TRYING TO BEAT THE CAR LIKE THAT. REMEMBER TO CROSS ONLY WHEN YOU HAVE A CLEAR VIEW IN BOTH DIRECTIONS. BE ESPECIALLY CAREFUL WHEN YOU'RE PLAYING RUNNING AND CHASING GAMES.</p> <p style="text-align: center;">BEEP</p> <p>* THE CAR IN THE FAR RIGHT LANE HAS STOPPED FOR THIS WOMAN. SHE SAW THE CAR STOP AND, BECAUSE SHE'S IN THE CROSSWALK, AND IS WALKING STRAIGHT AHEAD. THE CAR IN THE SECOND LANE HASN'T STOPPED YET. WHY DIDN'T THE SECOND DRIVER STOP WHEN THE PEDESTRIAN STARTED INTO THE CROSSWALK?</p> <p style="text-align: center;">BEEP, BEEP</p> <p>THE DRIVER'S VIEW WAS BLOCKED BECAUSE OF THE STOPPED CAR IN THE RIGHT LANE. HE COULDN'T SEE THE PEDESTRIAN UNTIL SHE WAS IN FRONT OF HIS CAR. BY THE WAY, DID YOU KNOW THAT IN SOME STATES DRIVERS DON'T HAVE TO YIELD FOR PEDESTRIANS IN CROSSWALKS.</p> <p style="text-align: center;">BEEP</p>

Visual	Audio
4.4	<p>* HERE IS AN EXAMPLE OF WHAT I WAS TALKING ABOUT BEFORE. SNOW IS A SPECIAL SITUATION. OFTEN, WHEN THE ROADS ARE COVERED WITH SNOW, DRIVERS BEHAVE DIFFERENTLY AND PEDESTRIANS HAVE TO MODIFY THEIR SAFETY RULES. WHAT IS THE SPECIAL DANGER IN THIS SLIDE?</p> <p>BEEP, BEEP</p> <p>THE SHOULDER OF THE ROAD IS COVERED HERE, SO DRIVERS MIGHT DRIVE FURTHER OVER TOWARD THE SHOULDER THAN THEY NORMALLY WOULD. THIS BOY IS TOO CLOSE TO THE ROAD, ESPECIALLY SINCE A CAR COULD SKID TOWARD HIM. HE IS NOT WALKING FACING TRAFFIC IN THIS SITUATION BECAUSE THE SHOULDER ON THAT SIDE OF THE ROAD IS TOO NARROW, AND HE WOULD HAVE TO WAIT ON THE ROAD SURFACE.</p> <p>BEEP</p>
4.5	<p>* WHAT ABOUT THIS SLIDE? HOW SHOULD I MODIFY MY SAFETY RULES IN THIS CASE?</p> <p>BEEP, BEEP</p> <p>THIS IS A ONE-LANE BRIDGE, SO BEFORE CROSSING I SHOULD WAIT UNTIL THERE'S NO TRAFFIC COMING FROM EITHER DIRECTION.</p> <p>BEEP</p>
4.6	<p>* IN THIS SLIDE, YOU CAN SEE THAT THE ROADS ARE WET AND ICY. WHAT IS THE DANGER HERE?</p> <p>BEEP, BEEP</p>

Title Slide/Tape Presentation IV - Hazard Identification Exercise Page 4 of 8
 Program Elementary Unit Grade 6, Session 3
 Media Slides/Cassette Audiotape Time Approx. 30 min.

Visual	Audio
4.7	<p>THIS BOY SHOULD BE WALKING WAY OFF THE ROAD SURFACE. HE IS TOO CLOSE TO THE ROAD, ESPECIALLY SINCE A CAR COULD SKID ON THE SLIPPERY PAVEMENT.</p> <p>BEEP</p> <p>* THIS SLIDE IS INTENDED TO SHOW YOU HOW HARD IT IS TO SEE PEDESTRIANS WHEN IT IS RAINING AND FOGGY. THIS DRIVER COULDN'T SEE CHRISTINE UNTIL HE WAS VERY CLOSE TO HER. SO, YOU HAVE TO BE REALLY CAREFUL ON RAINY OR FOGGY DAYS.</p>
4.8	<p>BEEP</p> <p>* WHAT ABOUT THIS SLIDE? WHO KNOWS WHAT THE DANGER IS?</p> <p>BEEP, BEEP</p> <p>YOU SHOULD NEVER CROSS A ROAD AT A BAD CURVE LIKE THIS ONE. WALK TO WHERE YOU HAVE A CLEAR VIEW OF CARS COMING FROM BOTH DIRECTIONS BEFORE YOU CROSS A ROAD.</p>
4.9	<p>BEEP</p> <p>* AM I BEING A SAFE PEDESTRIAN IN THIS SLIDE? I'M WALKING FROM MY FRIEND'S HOUSE DOWN THE ROAD UP TO WELSH'S.</p> <p>BEEP, BEEP</p>

Visual	Audio
<p>4.10</p>	<p>YES, I AM. THIS IS A SPECIAL SITUATION. I AM WALKING ON THE WRONG SIDE OF THE ROAD. I'M WALKING WITH TRAFFIC INSTEAD OF FACING TRAFFIC. BUT, IN THIS CASE, IT WOULD HAVE BEEN MUCH MORE DANGEROUS TO CROSS THE FOUR-LANE HIGHWAY TWICE TO GET WHERE I WANTED TO GO. THAT'S WHY IT'S SAFE IN THIS CASE TO WALK ON THE WRONG SIDE OF THE ROAD.</p> <p>BEEP</p> <p>* THIS BOY IS WAITING AT HIS SCHOOL BUS STOP. WHAT IS THE DANGER IN THIS SITUATION?</p> <p>BEEP, BEEP</p> <p>BECAUSE OF THE SLIPPERY, SNOWY ROADS, HE SHOULD WAIT FURTHER BACK FROM THE ROAD. UNDER NORMAL ROAD CONDITIONS, THIS BUS STOP IS SAFE BUT, WHEN IT SNOWS, IT'S ANOTHER STORY.</p>
<p>4.11</p>	<p>BEEP</p> <p>* WHAT ABOUT THIS INTERSECTION WITH A ONE-WAY STREET? HOW SHOULD I CROSS HERE?</p> <p>BEEP, BEEP</p>

Visual	Audio
4.12	<p>IT'S IMPORTANT TO LOOK LAST IN THE DIRECTION THAT CARS CAN REACH YOU FIRST. SO, AT THIS INTERSECTION, I WOULD LOOK LEFT - IN FRONT OF ME - BEHIND ME - THEN LEFT AGAIN.</p> <p>BEEP</p> <p>* WHAT IS THE HAZARD IN THIS SLIDE?</p> <p>BEEP, BEEP</p> <p>THE BOY IS WALKING ON THE WRONG SIDE OF THE ROAD AND THE DRIVER IS HAVING TROUBLE CONTROLLING HIS CAR ON THE SNOWY ROAD.</p>
4.13	<p>BEEP</p> <p>* HERE YOU CAN SEE WHAT HAPPENS WHEN YOU FORGET YOUR SAFETY RULES.</p>
4.14	<p>BEEP</p> <p>* WHAT ABOUT THIS SLIDE? WHAT SHOULD THE PEDESTRIAN DO?</p> <p>BEEP, BEEP</p> <p>THE BOY <u>IS</u> WALKING FACING TRAFFIC, BUT THERE ISN'T A SHOULDER ON THIS SIDE. IN THIS CASE, IT WOULD BE SAFER FOR HIM TO WALK ON THE OTHER SIDE OF THE ROAD WHERE THERE IS A LARGER SHOULDER.</p> <p>BEEP</p>

Visual	Audio
4.14	<p>* WHAT IS THE HAZARD WITH THIS CROSSING?</p> <p>BEEP, BEEP</p> <p>ALTHOUGH I CAN SEE MOST TRAFFIC AROUND THIS SIGN, DRIVERS CAN'T SEE ME. REMEMBER TO CROSS ONLY WHERE YOU HAVE A CLEAR VIEW OF TRAFFIC FROM ALL DIRECTIONS.</p> <p>BEEP</p>
4.15	<p>* HERE ARE PEDESTRIANS WALKING AT NIGHT. HE HAS REFLECTIVE TAPE ON HIS JACKET AND SHE IS CARRYING A FLASHLIGHT. BOTH ARE VISIBLE TO DRIVERS, BUT WHICH DO YOU THINK WORKS BEST?</p> <p>BEEP, BEEP</p> <p>IF CHRISTINE WAS WEARING LIGHT COLORED CLOTHES, SHE WOULD BE EVEN MORE VISIBLE TO DRIVERS. SEE HOW PAUL'S WHITE SOCKS SHOW UP IN THE DARK.</p> <p>BEEP</p>
4.16	<p>* NOW, CHRISTINE HAS PUT DOWN HER FLASHLIGHT. YOU CAN HARDLY SEE HER STANDING THERE. NOW, YOU KNOW WHY YOU HAVE TO DO EVERYTHING YOU CAN TO MAKE YOURSELF MORE VISIBLE TO DRIVERS.</p> <p>BEEP</p>

Title Slide/Tape Presentation IV - Hazard Identification Exercise Page 8 of 8

Program Elementary Unit Grade 6, Session 3

Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
4.17	<p>* HERE IS A SHOT OF PAUL FROM THE DRIVER'S POINT OF VIEW. THE REFLECTIVE TAPE ON HIS JACKET AND SHOES IS EASILY VISIBLE TO DRIVERS.</p> <p>BEEP</p>
4.18	<p>* I'M GLAD THAT YOU ARE TAKING PEDESTRIAN SAFETY SERIOUSLY. NOW YOU CAN SEE THAT SAFETY ISN'T ALWAYS AS EASY AS IT SEEMS.</p> <p>SEE YOU LATER.</p> <p>BEEP BEEP</p>

SECTION 2

ELEMENTARY PROGRAM FILM SCRIPT
REQUIRING MAJOR MODIFICATIONS

The script which follows needs to be recharacterized. The character of "Fred" was thought to be too immature for fourth and fifth graders. In addition, it is recommended that different films be developed for each grade.

The content of the script can remain basically the same; however, it is not appropriate to teach special walking along the roadway situations before the appropriate rules are taught (script page 3).

Title Film V. "Fred with the Red Tread Walks on Earth"

Page 1 of 5

Program Elementary Unit 4 and 5, Session 1

Media Film

Time Approx. 7 min.

Visual	Audio
Title, credits	Sounds of traffic and people talking on busy street.
Shots of Fred near the curb of a busy intersection. Every time he approaches the curb he jumps back in obvious fear as cars go by. Passersby look at him in disbelief. Finally, a little girl comes up to him.	Cars sound horn.
MS of Kitty with Fred, standing on corner as people walk around them.	Kitty: It's O.K., the cars won't hurt you. Why are you so afraid?
Fred motions around himself.	Fred: On the planet where I come from the cars float in the air. At home, I have to watch only for cars falling from the sky. Here, on earth, the cars are everywhere.
Shots of Fred and Kitty talking to each other.	Kitty: Who are you? Fred: My name is Fred--I'm a floating ace from space. What's your name?
Kitty looks stunned.	Kitty: My name is Kitty, but wait . . . Kitty: What are you doing here?
Kitty shakes her head in disbelief.	Fred: I'm here to learn how earthlings walk on their roads. I have to send a report back to the highest Ace.
	Kitty: My friends are never going to believe this one.
	Fred: Do you have time to show me how to walk on these roads?
	Kitty: Sure, I'm walking home now. I'll show you on the way.

Visual	Audio
<p>Kitty and Fred act out sequence as Kitty narrates. Fred walks with one foot in front of another as if he is walking a line. People look at Fred curiously, since he walks so strangely.</p>	<p>Kitty: Let's start with this intersection. When there is a traffic light like this one, you walk to the curb and wait for the traffic light to turn green. Now you look left--then right--then left again to make sure all the cars have stopped. Then, we look in front and then behind us to make sure no cars are turning into our path. Now, we can cross, but we have to keep looking in front and behind us to make sure no cars are coming towards us.</p>
<p>CU of Fred and Kitty across the street.</p>	<p>Fred: Wow, so much to remember.</p>
	<p>Kitty: You'll catch on--it's not that hard.</p> <p>Why are you walking so funny? Everyone is staring at you.</p>
<p>CU Kitty is amused, giggles, and shakes her head.</p>	<p>Fred: At home our walkways are very narrow. We have to walk this way or we fall off.</p>
<p>MS Fred as he and Kitty begin to walk again and they approach an intersection.</p>	<p>Kitty: Try to walk more like me so people stop staring.</p>
<p>MS Fred as he and Kitty begin to walk again and they approach an intersection.</p>	<p>Fred: O.K.</p>
<p>Shots of Fred and Kitty talking and crossing the intersection.</p>	<p>Kitty: Let's see how quickly you learn. Tell me how you would cross this intersection.</p>
	<p>Fred: I stop here and wait for the blinking eye to turn green.</p>
	<p>Kitty: (giggles) That's right, but it's not a blinking eye--it's a traffic light.</p>
	<p>Fred: Now it's green, so I look left--then right--then left again to make sure all the cars have stopped. Come along, Kitty, it's safe to cross now.</p>
<p>CU Kitty restraining Fred from crossing.</p>	<p>Kitty: Whoa, you forgot to look in front and behind you to check for turning cars.</p>

Title Film V. "Fred with the Red Tread Walks on Earth"

Page 3 of 5

Program Elementary Unit 4 and 5, Session 1

Media Film

Time Approx. 7 min.

Visual	Audio
Fred and Kitty look in front and then behind them and cross street.	Fred: That's right. O.K., hurry up while it is still safe.
Kitty and Fred cross street and continue walking. In a short time the sidewalk ends and they must walk along the roadway.	Kitty: No, take your time, Fred. Just remember to keep looking in front and behind to check for turning cars.
CU Kitty as she stops to talk to Fred at end of sidewalk.	Kitty: We have to walk along the road from here on in. Fred: Oh, no, quicksand--we'll sink!
Fred, obviously afraid, puts one foot off sidewalk to feel the shoulder of the road.	Kitty: (giggling) No we won't, this is hard ground. Fred: (fearfully) But now those cars will be able to get us. They'll be so much closer to us.
MS Kitty with Fred.	Kitty: You're such a turkey! If you pay attention, I'll show you how to be safe when you have to walk along the roadway.
CU Fred	Fred: Thanks, Kitty. You know the highest ace expects a complete report from me.
MS Kitty, cars drive by as she talks. Kitty points to other side of road. Shot of edge of road--no shoulder.	Kitty: O.K. You should always walk 10 feet from the edge of the road, facing traffic. So, we should walk over there on the other side of the road, but there's no shoulder. We wouldn't be off the road surface and far enough away from the cars. So, until there is a wide shoulder on the other side of the road, we'll have to walk on this side.
CU Fred	Fred: O.K., let's give it a try.
Shots of Fred and Kitty walking along the road. Cars go by them.	Kitty: You should always walk single file along the road. So, I'll go first and you can follow me.
	Fred: O.K., let's go.

Visual	Audio
<p>Kitty stops and Fred moves up beside her. Shot of shoulder on other side of road.</p>	<p>Kitty: No there is a shoulder on the other side of the road so let's cross. Remember, you should always walk facing traffic when you can.</p>
<p>Fred and Kitty demonstrate correct sequence for midblock crossing.</p>	<p>To cross this road, we walk to the edge of the road and stop. Then, we look left, then right, then left again to look for cars. No cars are coming now so it's safe to cross.</p>
<p>Kitty comes to a place with an extra large shoulder and moves far away from the road to talk to Fred. Fred walks up beside her.</p>	<p>Kitty: How are you making out? Fred: Fine. This is easy.</p>
<p>MS Kitty talking with Fred. As she is talking a car goes by moving quite fast and it moves very near the edge of the road. Camera tracks it from its approach.</p>	<p>Kitty: There's lots more to learn though. When you walk along the road, you should always watch out for the cars coming towards you. Cars can leave the road for many reasons. Sometimes drivers drive too fast. If a driver has been drinking, he sometimes drives off the road. When roads are wet or icy, a car could skid off the road. So, when you walk, you should be on the lookout for places to move to in case a car started to come towards you.</p>
<p>CU Fred</p>	<p>Fred: Like an escape route? Kitty: That's right. We better get going before it gets dark.</p>
<p>MS Fred and Kitty talking to one another.</p>	<p>Kitty: It's harder for drivers to see us at night. That's why we should always wear white or something reflective if we have to be out at night.</p>
<p>Fred points at his shoes.</p>	<p>Fred: My shoes glow in the dark. Kitty: That's what I mean. You have to make it easy for drivers to see you. We better hurry up--my Mom's going to wonder where I am.</p>

Title Film V. "Fred with the Red Tread Walks on Earth"

Page 5 of 5

Program Elementary Unit 4 and 5, Session 1

Media Film

Time Approx. 7 min.

Visual	Audio
<p>Fred and Kitty continue walking and soon approach a hill. Kitty moves way off to the side of the road to talk to Fred. A car come over the crest of the hill as Kitty narrates. Camera tracks it from its approach.</p>	<p>Kitty: You have to be really careful when you are walking up a hill. Drivers coming over the top of the hill can't see you until they get very close. So, you have to stay as far away from the road as you can.</p> <p>Fred: I see what you mean.</p>
<p>Kitty and Fred continue walking.</p>	<p>Kitty: Come on, Fred, we're almost home. I can hardly wait for my Mom to meet you.</p>
<p>Kitty and Fred reach Kitty's house which is across the street. They have to cross midblock.</p>	<p>Here's my house. Do you know how to cross this road safely?</p>
<p>Fred demonstrates correct sequence as he talks.</p>	<p>Fred: I think so. I stop at the edge of the road and look left-right-left. No cars are coming so we can cross.</p>
<p>CU Kitty with Fred</p>	<p>Kitty: Way to go Fred. You really catch on fast.</p>
<p>Kitty and Fred cross the street.</p>	
<p>Fred and Kitty walk up to house and stop. Medium shot of them talking.</p>	<p>Kitty: Come in and meet my Mom.</p>
<p>Fred starts to shimmer and fade away.</p>	<p>Fred: I can't, Kitty. I have to report back to the highest ace right away. Soon I'll be face-to-face with the Ace. Thanks for your help-- Goodbye.</p>
	<p>Kitty: Wait Fred, when will I see you again?</p>
	<p>Fred: (faintly) Goodbye.</p>
<p>Kitty looks disappointed.</p>	<p>Kitty: (shouting) Fred!</p>
<p>Fade to black</p>	<p>(to herself) Mom will never believe me.</p> <p>V.O. Narrator: (echo) Have you learned how to walk along roads and cross streets safely?</p>

SECTION 3

JUNIOR/SENIOR HIGH SCHOOL
SLIDE/TAPE SCRIPTS

The slide/tape presentations which follow do not require modification. The slides and audio used in the pilot test do not have to be redone.

Title DON'T TREAD ON ME
 Program HEALTH & SAFETY MODULE
 Media Slides/Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1. TITLE SLIDE	BEEP
2. PEDESTRIAN LYING IN ROAD JUST HIT BY CAR	MORE TEENAGERS WILL DIE THIS YEAR FROM PEDESTRIAN-VEHICLE ACCIDENTS THAN FROM ANY OTHER CAUSE.
3. JUDY WALKING IN ROAD FACING TRAFFIC, CAR SWERVING AROUND HER	BEEP MOST OF THESE ACCIDENTS WILL BE CAUSED BY UNSAFE PEDESTRIAN BEHAVIORS.
4. SHOT OF TEENAGERS IN GROUP	BEEP ALTHOUGH MOST TEENAGERS ARE AWARE OF SAFETY RULES, TOO OFTEN THEY THINK THAT THESE RULES APPLY ONLY TO YOUNG CHILDREN.
5. CHILDREN RUNNING INTO STREET, CAR APPROACHING	BEEP BY LEARNING HOW ACCIDENTS HAPPEN AND WHAT CAUSES THEM, YOU'LL BE ABLE TO DEVELOP A SET OF SAFETY RULES WHICH YOU CAN APPLY TO SAFEGUARD YOURSELF.
6. SCOTT WALKING ON ROADWAY FACING TRAFFIC TOWARD BROW OF HILL, CAR COMING OVER TOP OF HILL	BEEP RURAL AND SUBURBAN TEENAGERS ARE MOST LIKELY TO BE HIT WHEN THEY ARE WALKING ALONG THE ROADWAY. THIS ACCIDENT TYPE ACCOUNTS FOR <u>ONE-FOURTH</u> OF ALL THE PEDESTRIAN ACCIDENTS THAT TEENAGERS ARE INVOLVED IN.

Title DON'T TREAD ON ME
 Program HEALTH & SAFETY MODULE
 Media _____

Time _____

Visual	Audio
<p>12. SUE AND LORI ON ROAD WITH DISABLED VEHICLE</p>	<p>BEEP</p> <p>DISABLED VEHICLE RELATED ACCIDENTS USUALLY OCCUR ON THE EDGE OF THE ROAD WHILE TEENAGERS ARE WORKING ON OR STANDING NEXT TO THEIR CARS. THIS ACCIDENT TYPE ACCOUNTS FOR TEN PERCENT OF ALL SENIOR HIGH ACCIDENTS.</p>
<p>13. MIM WAITING FOR RIDE AT UNSAFE LOCATION</p>	<p>BEEP</p> <p>TEENAGERS ARE ALSO VICTIMIZED WHILE WAITING FOR A RIDE. MOST OF THESE ACCIDENTS OCCUR AT NIGHT, OFTEN WHEN THE ROADWAY IS WET.</p>
<p>14.. GRAPHIC DEPICTING ACCIDENT</p>	<p>BEEP</p> <p>THE MULTIPLE THREAT ACCIDENT OCCURS WHEN ONE VEHICLE STOPS TO LET A PEDESTRIAN CROSS AND THE PEDESTRIAN IS STRUCK BY ANOTHER VEHICLE TRAVELING IN THE SAME DIRECTION AS THE FIRST VEHICLE. THE STOPPED CAR BLOCKS THE OTHER DRIVER'S VIEW UNTIL IT IS TOO LATE.</p>
<p>15. SCHOOL BUS SLIDE, CAR RUNNING LIGHTS</p>	<p>BEEP</p> <p>SCHOOL BUS-RELATED ACCIDENTS <u>DO</u> VICTIMIZE TEENAGERS. MANY OF THESE ACCIDENTS OCCUR BECAUSE TEENAGERS THINK THAT CARS WILL STOP FOR THE FLASHING RED LIGHTS ON THE BUS. UNFORTUNATELY, THIS ISN'T ALWAYS THE CASE.</p>

Title DON'T TREAD ON ME

Program HEALTH & SAFETY MODULE

Media _____

Time _____

Visual	Audio
16. ERIC LOOKING LEFT	<p>BEEP</p> <p>THE PEDSAFE PROGRAM TEACHES YOUNG CHILDREN TO ALWAYS STOP AT THE EDGE OF THE ROAD OR CURB AND LOOK LEFT-RIGHT-LEFT TO CHECK FOR TRAFFIC.</p>
17. JUDY AT EDGE OF CARS	<p>BEEP</p> <p>WHEN PARKED CARS ARE PRESENT, CHILDREN ARE TAUGHT TO CONDUCT THEIR SEARCH AT THE FAR EDGE OF THE PARKED CARS WHERE THEY WILL HAVE A CLEAR VIEW OF APPROACHING TRAFFIC.</p>
18. PROPER INTERSECTION SLIDE	<p>BEEP</p> <p>AT INTERSECTIONS, THEY ARE TAUGHT TO ALSO LOOK BEHIND THEM TO CHECK FOR TURNING CARS.</p>
19. PROPER SCHOOL BUS	<p>BEEP</p> <p>AND, THEY ARE TOLD TO CROSS TEN FEET IN FRONT OF THE BUS SO THAT THE DRIVER CAN SEE THEM. ALSO, THEY ARE CAUTIONED TO CHECK TO MAKE SURE ALL TRAFFIC HAS STOPPED FOR THE BUS.</p>
20. PROPER W.A.R.	<p>BEEP</p> <p>THE CHILDREN LEARN TO WALK <u>FACING</u> TRAFFIC AS FAR AWAY FROM THE ROAD SURFACE AS POSSIBLE, AND TO ALWAYS WALK <u>SINGLE</u> FILE.</p>

Visual	Audio
<p>23. KITTY READY TO CROSS AT T-INTERSECTION CONTAINING A ONE- WAY STREET</p>	<p>BEEP</p> <p>SLIDE ONE SHOWS A PEDESTRIAN PREPARING TO SEARCH FOR TRAFFIC AT A T-CROSSING. BEFORE CROSSING, IN WHICH DIRECTION SHOULD SHE LOOK <u>LAST</u>. WRITE YOUR ANSWER FOR NUMBER ONE ON YOUR ANSWER SHEET.</p> <p>BEEP, BEEP</p> <p>BEEP</p>
<p>24. PAM AND ERIC WALKING SIDE BY SIDE ALONG ROAD</p>	<p>SLIDE TWO DEPICTS A HAZARDOUS SITUATION. LIST THE HAZARD FOR NUMBER TWO AND EXPLAIN HOW THE HAZARD COULD BE CORRECTED.</p> <p>BEEP, BEEP</p> <p>BEEP</p>
<p>25. GRAPHIC OF MULTIPLE- THREAT SITUATION</p>	<p>ANSWER THE FOLLOWING QUESTIONS ABOUT SLIDE THREE. WHAT ACCIDENT TYPE IS DEPICTED IN THIS SLIDE?</p> <p>(PAUSE 15 SECONDS)</p> <p>DO THESE ACCIDENTS OCCUR MORE FREQUENTLY AT MIDBLOCK LOCATIONS OR AT INTERSECTIONS?</p> <p>(PAUSE 15 SECONDS)</p> <p>HOW WOULD YOU CROSS SAFELY IN THIS SITUATION?</p> <p>BEEP, BEEP</p>

Visual	Audio
30. JUDY STANDING ON CURB TO CONDUCT INTERSECTION SEARCH	BEEP SLIDE EIGHT SHOWS A PEDESTRIAN SEARCHING FOR TRAFFIC AT AN INTERSECTION. LIST THE HAZARD FOR NUMBER EIGHT AND EXPLAIN HOW IT COULD BE CORRECTED.
31. MIDBLOCK GRAPHIC OF CHILD RUNNING FROM BETWEEN PARKED CARS TO ICE-CREAM VENDOR	BEEP, BEEP BEEP ANSWER THE FOLLOWING QUESTIONS ABOUT SLIDE NINE. WHAT ACCIDENT TYPE IS DEPICTED IN THIS SLIDE? (PAUSE 15 SECONDS) DO THESE ACCIDENTS OCCUR MORE FREQUENTLY IN THE MORNING, AFTERNOON, OR AT NIGHT? (PAUSE 15 SECONDS) HOW WOULD YOU CROSS SAFELY IN THIS SITUATION?
32. LORI WALKING ALONG THE ROADWAY AT NIGHT	BEEP, BEEP BEEP SLIDE TEN SHOWS A PEDESTRIAN WALKING ALONG THE ROADWAY AT NIGHT. IS THIS PEDESTRIAN BEING SAFE OR UNSAFE? EXPLAIN WHY THE PEDESTRIAN IS SAFE OR UNSAFE. BEEP, BEEP

Title DON'T TREAD ON ME
 Program HEALTH & SAFETY MODULE
 Media _____

Time _____

Visual	Audio
	<p>NOW, TEAR OFF THE FIRST PAGE OF YOUR ANSWER SHEET, "THE INSTRUCTOR'S COPY," AND PASS IT INTO YOUR INSTRUCTOR.</p> <p>(PAUSE 5 SECONDS)</p> <p>INSTRUCTOR, TURN BACK TO NUMBER TWENTY-THREE ON THE CAROUSEL TRAY. THE SLIDE SHOWS A GIRL ABOUT TO CROSS A T-INTERSECTION.</p> <p>(PAUSE 5 SECONDS)</p> <p>NOW, CHECK YOUR ANSWER SHEET TO SEE HOW MUCH YOU ACTUALLY DO KNOW ABOUT PEDESTRIAN SAFETY.</p> <p>(PAUSE 5 SECONDS)</p>
<p>23. KITTY READY TO CROSS A T-INTERSECTION CONTAINING A ONE-WAY STREET</p>	<p>THE ANSWER FOR NUMBER ONE IS <u>LEFT</u>. AT THIS T-INTERSECTION, THE PEDESTRIAN SHOULD SEARCH LEFT-FRONT-BEHIND-THEN LEFT AGAIN.</p> <p>BEEP</p>
<p>24. PAM AND ERIC WALKING SIDE BY SIDE ALONG THE ROAD</p>	<p>THE HAZARD IN THIS SLIDE IS THAT THE CHILDREN ARE WALKING SIDE-BY-SIDE. WHEN WALKING ALONG THE ROADWAY, IT IS IMPORTANT TO WALK <u>SINGLE FILE</u>. YOU MAY HAVE ANSWERED THAT THE CHILDREN WERE WALKING TOO CLOSE TO THE ROAD SURFACE. HOWEVER, IF THEY WERE WALKING SINGLE FILE, THEY WOULD BE FAR ENOUGH AWAY FROM THE ROAD.</p>

Title DON'T TREAD ON ME

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Program HEALTH & SAFETY MODULE

Media _____

Time _____

Visual	Audio
<p>28. LORI WAITING FOR A RIDE AT NIGHT</p>	<p>BEEP</p> <p>THIS PEDESTRIAN IS BEING SAFE BECAUSE SHE'S STANDING IN A WELL-LIT AREA WHILE WAITING FOR A RIDE AT NIGHT. SHE'S WEARING LIGHT-COLORED CLOTHING, AND SHE HAS CHOSEN A PLACE WHERE THE VEHICLE CAN PULL ENTIRELY OFF THE ROAD.</p>
<p>29. GRAPHIC OF WALKING ALONG ROADWAY. IN THIS SITUATION, IT IS SAFER TO WALK WITH TRAFFIC RATHER THAN CROSSING A FOUR-LANE HIGHWAY TWICE</p>	<p>BEEP</p> <p>SLIDE SEVEN DEPICTS A SPECIAL WALKING ALONG THE ROADWAY SITUATION. IN THIS SITUATION, IT IS SAFER TO WALK WITH TRAFFIC ON THE RIGHT SIDE OF THE ROAD. TO WALK FACING TRAFFIC, THE PEDESTRIAN WOULD HAVE TO CROSS THE FOUR-LANE HIGHWAY TWICE IN ORDER TO REACH HIS DESTINATION.</p>
<p>30. JUDY STANDING ON CURB TO CONDUCT INTERSECTION SEARCH</p>	<p>BEEP</p> <p>IN SLIDE EIGHT, THIS PEDESTRIAN CANNOT SEE APPROACHING TRAFFIC FROM WHERE SHE IS STANDING. SHE SHOULD CONDUCT HER SEARCH AT THE FAR EDGE OF THE PARKED CAR.</p>

Title DON'T TREAD ON ME
 Program DRIVER EDUCATION MODULE
 Media Slides/ Cassette Audiotape

Time Approx. 30 min.

Visual	Audio
1. TITLE SLIDE	BEEP
2. PEDESTRIAN LYING IN ROAD JUST HIT BY CAR	MORE TEENAGERS WILL DIE THIS YEAR FROM PEDESTRIAN- VEHICLE ACCIDENTS THAN FROM ANY OTHER CAUSE.
3. JUDY WALKING IN MIDDLE OF ROAD	BEEP MOST OF THESE ACCIDENTS WILL BE CAUSED BY UNSAFE PEDESTRIAN BEHAVIORS. HOWEVER, POINTING THE BLAME AT PEDESTRIANS DOES LITTLE TO REDUCE THE GUILT AND REMORSE FELT BY THE <u>DRIVERS</u> OF THE VEHICLES INVOLVED IN THESE COLLISIONS.
4. TEENAGE DRIVER	BEEP TEENAGE DRIVERS ARE RESPONSIBLE FOR ONE-FIFTH OF PEDESTRIAN-VEHICLE COLLISIONS. DEFENSIVE DRIVING CAN BE EMPLOYED TO HELP REDUCE THESE ACCIDENTS. HOWEVER, A THOROUGH KNOWLEDGE OF PEDESTRIAN BEHAVIORS AND THE TYPES OF ACCIDENTS PEDESTRIANS BECOME INVOLVED IN MAY BE YOUR BEST DEFENSE AGAINST YOUR INVOLVEMENT AS A DRIVER.
5. TEENAGERS IN GROUP	BEEP ALTHOUGH YOU ARE A DRIVER, YOU ARE ALSO AT TIMES A PEDESTRIAN. MOST TEENAGERS ARE AWARE OF SAFETY RULES. TOO OFTEN THEY THINK THAT THESE RULES APPLY ONLY TO YOUNG CHILDREN. IT MAY SURPRISE YOU TO KNOW THAT ONE OUT OF EVERY FOUR PEDESTRIANS INVOLVED IN AN ACCIDENT IS A TEENAGER.

Visual	Audio
<p>6. TEENAGERS IN GROUP</p>	<p>BEEP</p> <p>AS A TEENAGER, YOU ARE FACED WITH A DOUBLE RESPONSIBILITY. TO AVOID AN ACCIDENT OF THIS TYPE, YOU NOT ONLY HAVE TO BE A SAFE <u>DRIVER</u>, YOU MUST ALSO BE A SAFE <u>PEDESTRIAN</u>.</p>
<p>7. CHILD WALKING ON WRONG SIDE OF ROADWAY ON SNOWY ROAD, VEHICLE HEADED TOWARD HIM</p>	<p>BEEP</p> <p>BY LEARNING HOW ACCIDENTS HAPPEN AND WHAT CAUSES THEM, YOU'LL BE ABLE TO DEVELOP A SET OF SAFETY RULES WHICH YOU CAN APPLY TO SAFEGUARD YOURSELF <u>AND</u> OTHER PEDESTRIANS.</p>
<p>8. SUE WALKING ON ROADWAY ON WRONG SIDE OF ROAD. SHOT FROM DRIVER'S PERSPECTIVE</p>	<p>BEEP</p> <p>RURAL AND SUBURBAN TEENAGERS ARE MOST LIKELY TO BE HIT WHEN THEY ARE WALKING ALONG THE ROADWAY. THIS ACCIDENT TYPE ACCOUNTS FOR ONE-FOURTH OF ALL THE PEDESTRIAN ACCIDENTS THAT TEENAGERS ARE INVOLVED IN.</p>
<p>9. DUPLICATE OF NO. 7 MIM WALKING ON ROADWAY AT NIGHT ON WRONG SIDE OF ROAD</p>	<p>BEEP</p> <p>WALKING ALONG THE ROADWAY ACCIDENTS USUALLY OCCUR ON TWO-LANE COUNTRY HIGHWAYS AT NIGHT. THEY FREQUENTLY INVOLVE PEDESTRIANS DRESSED IN DARK COLORS WHO ARE WALKING <u>ON</u> THE ROADWAY AND WHO ARE WALKING <u>WITH</u> TRAFFIC.</p>

Title DON'T TREAD ON ME
 Program DRIVER EDUCATION MODULE
 Media _____

Time _____

Visual	Audio
<p>19. ERIC LOOKING LEFT</p>	<p>BEEP</p> <p>THE PEDSAFE PROGRAM TEACHES YOUNG CHILDREN TO ALWAYS STOP AT THE EDGE OF THE ROAD OR CURB AND LOOK LEFT-RIGHT-LEFT TO CHECK FOR TRAFFIC.</p>
<p>20. JUDY AT EDGE OF CARS</p>	<p>BEEP</p> <p>WHEN PARKED CARS ARE PRESENT, CHILDREN ARE TAUGHT TO CONDUCT THEIR SEARCH AT THE FAR EDGE OF THE PARKED CARS WHERE THEY WILL HAVE A CLEAR VIEW OF APPROACHING TRAFFIC AND DRIVERS WILL SEE <u>THEM</u>.</p>
<p>21. PROPER INTERSECTION SLIDE</p>	<p>BEEP</p> <p>AT INTERSECTIONS, THEY ARE TAUGHT TO ALSO LOOK BEHIND THEM TO CHECK FOR TURNING CARS.</p>
<p>22. PROPER SCHOOL BUS</p>	<p>BEEP</p> <p>AND, THEY ARE TOLD TO CROSS TEN FEET IN FRONT OF THE BUS SO THAT THE DRIVER CAN SEE THEM. ALSO, THEY ARE CAUTIONED TO CHECK TO MAKE SURE ALL TRAFFIC HAS STOPPED FOR THE BUS.</p>
<p>23. DUPLICATE OF SLIDE H20 - PROPER W.A.R.</p>	<p>BEEP</p> <p>THE CHILDREN LEARN TO WALK <u>FACING</u> TRAFFIC AS FAR AWAY FROM THE ROAD SURFACE AS POSSIBLE, AND TO ALWAYS WALK <u>SINGLE</u> FILE.</p>

Title DON'T TREAD ON ME
 Program DRIVER EDUCATION MODULE
 Media _____

Time _____

Visual	Audio
<p>28. PEDESTRIAN IN RAIN FROM DRIVER'S POINT OF VIEW</p>	<p>BEEP</p> <p>WEATHER CONDITIONS CAN REDUCE THE VISIBILITY OF PEDESTRIANS.</p>
<p>29. VEHICLE OUT OF CONTROL</p>	<p>BEEP</p> <p>IT IS IMPORTANT TO ALWAYS HAVE CONTROL OF YOUR VEHICLE. DEFENSIVE DRIVING IS THE BEST WAY TO PREVENT PEDESTRIAN VEHICLE COLLISIONS.</p>
<p>30. HAZARD IDENTIFICATION QUIZ</p>	<p>NOW, YOU'LL HAVE A CHANCE TO PROVE HOW MUCH YOU ACTUALLY KNOW ABOUT PEDESTRIAN SAFETY.</p> <p>BEEP</p> <p>YOU WILL BE SHOWN TEN SLIDES. FOR EACH SLIDE YOU WILL BE ASKED ONE OR MORE QUESTIONS. WRITE THE ANSWERS TO THESE QUESTIONS ON THE ANSWER SHEET WHICH HAS BEEN PASSED OUT TO YOU. THIS ANSWER SHEET CONTAINS SPECIALLY TREATED CARBON PAPER. THEREFORE, <u>DO NOT ERASE</u>. IF YOU MAKE A MISTAKE, CROSS IT OUT.</p> <p>INSTRUCTOR, YOU WILL HEAR TWO TONES--</p> <p>BEEP, BEEP,</p> <p>WHENEVER YOU SHOULD STOP THE CASSETTE PLAYER. YOU SHOULD START THE PLAYER WHENEVER YOUR CLASS IS READY TO PROCEED WITH THE NEXT SLIDE. ANSWER ANY QUESTIONS FROM YOUR CLASS AT THIS TIME.</p> <p>BEEP, BEEP</p>

Title DON'T TREAD ON ME

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Program DRIVER EDUCATION MODULE

Media _____

Time _____

Visual	Audio
34. SUE WAITING FOR A RIDE AT A SAFE LOCATION	SLIDE FOUR SHOWS A PEDESTRIAN WAITING FOR A RIDE. LIST AT LEAST TWO THINGS THAT SHE IS DOING CORRECTLY WHILE WAITING FOR THIS RIDE. BEEP, BEEP BEEP
35. CAR PASSING BUS WITH RED FLASHERS ON	IS THE DRIVER BEING SAFE OR UNSAFE IN SLIDE 5? (PAUSE 15 SECONDS) IS THE PEDESTRIAN BEING SAFE OR UNSAFE? (PAUSE 15 SECONDS) EXPLAIN YOUR ANSWERS BEEP, BEEP BEEP
36. VEHICLE OUT OF CONTROL	WHAT ACCIDENT TYPE IS DEPICTED IN SLIDE 6, AND ARE ACCIDENTS OF THIS TYPE USUALLY THE FAULT OF PEDESTRIANS OR DRIVERS? BEEP, BEEP BEEP
37. ERIC CHASING DOG MIDBLOCK IN FRONT OF APPROACHING CAR	ANSWER THE FOLLOWING QUESTIONS ABOUT SLIDE 7: WHAT ACCIDENT TYPE IS DEPICTED IN THIS SLIDE? (PAUSE 15 SECONDS) DO THESE ACCIDENTS OCCUR MORE FREQUENTLY IN THE MORNING, AFTERNOON, OR AT NIGHT? (PAUSE 15 SECONDS)

Title DON'T TREAD ON ME

Program DRIVER EDUCATION MODULE

Media _____

Time _____

Visual	Audio
<p>38. SUE ON ROAD WITH DISABLED VEHICLE</p>	<p>HOW WOULD YOU CROSS SAFELY IN THIS SITUATION?</p> <p>BEEP, BEEP</p> <p>BEEP</p> <p>SLIDE 8 SHOWS A HAZARDOUS SITUATION. HOW COULD THIS HAZARD BE CORRECTED?</p> <p>BEEP, BEEP</p> <p>BEEP</p>
<p>39. GRAPHIC OF MULTIPLE-THREAT SITUATION</p>	<p>ANSWER THE FOLLOWING QUESTIONS ABOUT SLIDE 9. WHAT ACCIDENT TYPE IS DEPICTED IN THIS SLIDE?</p> <p>(PAUSE 15 SECONDS)</p> <p>DO THESE ACCIDENTS OCCUR MORE FREQUENTLY AT MIDBLOCK LOCATIONS OR AT INTERSECTIONS?</p> <p>HOW WOULD YOU CROSS SAFELY IN THIS SITUATION?</p> <p>BEEP, BEEP</p> <p>BEEP</p>
<p>40. CAR RUNNING LIGHT AT INTERSECTION</p>	<p>SLIDE 10 SHOWS A HAZARDOUS SITUATION. HOW COULD THIS HAZARD BE CORRECTED?</p> <p>BEEP, BEEP</p> <p>BEEP</p> <p>NOW, TEAR OFF THE FIRST PAGE OF YOUR ANSWER SHEET, "THE INSTRUCTOR'S COPY," AND PASS IT INTO YOUR INSTRUCTOR.</p> <p>(PAUSE 5 SECONDS)</p> <p>INSTRUCTOR, TURN BACK TO NUMBER 31 ON THE CAROUSEL TRAY. THE SLIDE SHOWS A GIRL WALKING ALONG THE ROADWAY.</p> <p>(PAUSE 5 SECONDS)</p>

Title _____

DRIVER EDUCATION MODULE

Program _____

Media _____

Time _____

Visual

Audio

NOW, CHECK YOUR ANSWER SHEET TO SEE HOW MUCH YOU ACTUALLY DO KNOW ABOUT PEDESTRIAN SAFETY.

(PAUSE 5 SECONDS)

31. SUE WALKING ALONG ROADWAY

SLIDE ONE DEPICTS A WALKING-ALONG-THE-ROADWAY ACCIDENT TYPE. THESE ACCIDENTS OCCUR MOST FREQUENTLY AT NIGHT. SAFE PEDESTRIAN RULES TO FOLLOW WHEN WALKING ALONG THE ROADWAY INCLUDE:

1. WALK FACING TRAFFIC.
2. WALK SINGLE FILE.
3. WALK WELL OFF THE ROADWAY.
4. BE CONSPICUOUS:
 - A. WEAR BRIGHT COLORS IN THE DAYTIME.
 - B. AT NIGHT WEAR LIGHT-COLORED OR REFLECTIVE CLOTHING AND CARRY A FLASHLIGHT.

OTHER RULES ARE LISTED IN YOUR PEDSAFE STUDENT GUIDE.

BEEP

32. ERIC CROSSING MIDBLOCK AT BROW OF HILL

THE HAZARD IN THIS SITUATION IS THAT THE PEDESTRIAN IS CROSSING BENEATH THE BROW OF A HILL. A DRIVER COMING OVER THE TOP OF THE HILL WOULD NEVER HAVE ENOUGH TIME TO SWERVE TO MISS THE PEDESTRIAN. TO CORRECT THIS HAZARD, THE PEDESTRIAN SHOULD CROSS AT THE TOP OF THE HILL WHERE HE WOULD HAVE A CLEAR VIEW OF APPROACHING TRAFFIC FROM BOTH DIRECTIONS.

BEEP

Visual	Audio
<p>33. BONNIE CROSSING INTER-SECTION, VEHICLE TURNING TOWARD HER</p>	<p>BEEP</p> <p>IN THIS SITUATION, THE PEDESTRIAN SHOULD BE LOOKING BEHIND HER TO CHECK FOR TURNING CARS. THE DRIVER SHOULD BE ATTENTIVE TO PEDESTRIANS CROSSING AT AN INTERSECTION, PARTICULARLY WHEN TURNING.</p>
<p>34. SUE WAITING FOR A RIDE AT A SAFE LOCATION</p>	<p>BEEP</p> <p>THIS PEDESTRIAN IS BEING SAFE SINCE SHE IS STANDING WELL OFF THE ROADWAY AT A PLACE WHERE THE VEHICLE CAN PULL ENTIRELY OFF THE ROAD. ALSO, SHE HAS CHOSEN A PLACE WHERE THE VEHICLE WILL HAVE GOOD SIGHT DISTANCE IN BOTH DIRECTIONS. SHE IS WEARING BRIGHT CLOTHES SO THAT SHE IS DISTINGUISHABLE ON A CLOUDY, SNOWY DAY.</p>
<p>35. CAR PASSING BUS WITH RED FLASHER ON</p>	<p>BEEP</p> <p>THE DRIVER IS BEING UNSAFE IN SLIDE 5 SINCE HE IS PASSING A STOPPED SCHOOL BUS HAVING ITS FLASHING LIGHTS ON. THE PEDESTRIAN IS BEING SAFE SINCE SHE IS CHECKING TO MAKE SURE ALL TRAFFIC HAS STOPPED BEFORE SHE CROSSES TO HER BUS.</p>
<p>36. VEHICLE OUT OF CONTROL</p>	<p>BEEP</p> <p>SLIDE 6 DEPICTS AN ACCIDENT CAUSED AS A RESULT OF A VEHICLE GOING OUT OF CONTROL. DRIVERS ARE USUALLY RESPONSIBLE FOR THESE ACCIDENTS WHICH CAN BE PREVENTED BY AVOIDING DRINKING THEN DRIVING, SPEEDING, AND BY SAFE VEHICLE MAINTENANCE.</p> <p>BEEP</p>

Title DON'T TREAD ON ME

Program DRIVER EDUCATION MODULE

Media _____

Time _____

Visual	Audio
41. THE END	<p>HOPEFULLY, THIS TEST HAS INCREASED YOUR AWARENESS OF PEDESTRIAN SAFETY RULES THAT YOU MIGHT TAKE FOR GRANTED. ALSO, YOU SHOULD NOW REALIZE THE RESPONSIBILITY YOU HAVE AS A DRIVER.</p> <p>YOUR INSTRUCTOR WILL NOW DISTRIBUTE <u>DON'T TREAD ON ME T-SHIRT DECALS</u>. THESE DECALS ARE TO REMIND YOU OF THE NEED TO ALWAYS BE SAFE <u>PEDESTRIANS</u> AND SAFE <u>DRIVERS</u>.</p> <p>BEEP</p>

SECTION 4

INTRODUCTORY FILM SCRIPT REQUIRING MAJOR MODIFICATIONS

The light and entertaining treatment which follows was not widely accepted by teachers and administrators. It is recommended that a more formal presentation be developed. Appropriate content can be taken from this script, but an effort should be made to shorten the film to no more than 7-10 minutes.

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media Film

Approx. 15 min.
Time _____

Visual	Audio
<p>CU Up from black to CU of witch stirring cauldron in eerie glade</p>	<p>Fade in scary music. Music under</p>
<p>CU Witch begins to chant Zoom slowly to MS to LS</p>	<p>Dot: Double, double, no toil, no trouble. Fire burn and cauldron bubble. (Cackling laugh) Fade out music slowly.</p>
<p>Witch sees bushes moving behind her to left; looks over shoulder</p>	<p>Dot: What ho? Whence cometh thou, Macbeth? (Aside) Be still my heart.</p>
<p>No answer. Witch with hands on hips. . . yells</p>	<p>Hey, Mac, are you out there?</p>
<p>Shot of Mac coming in with horses Zoom to right with character MLS or MS of Witch and Macbeth</p>	<p>Mac: Hi, baby, what's brewin'?</p>
<p>Macbeth ties up horse looks left, right, and left, then crosses road.</p>	<p>Dot: In good time, dearie, in good time! Hold your horses.</p>
<p>MCU Witch notices audience. Looks directly at camera</p>	<p>Dot: Quite a few guests you've brought, eh?</p>
<p>SC over scene and cut TITLE: "COOKING WITH DOT the PEDSAFE WAY"</p>	<p>(PAUSE)</p>
<p>MCU Points finger at audience</p>	<p>Educators, I can feel the vibes. And, don't you wonder what's cookin' for you today. (eh, ho, ha, ha, ha) It's always something, you say? Well, dearies, come on in and set for a spell (get it? For a spell, eh, ha, ha, ha) . . .</p>

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Zoom out to MLS Mac & Witch with brew on stove</p>	<p>Dot: And, I'll give you all the low down and let you in on this great recipe. Something special's abrewin' today. Um, Um.</p>
<p>MLS Mac surveys the Witch's body</p>	<p>Mac: Hey, Dot,</p> <p style="text-align: center;">(PAUSE)</p> <p>you're lookin' good!</p>
<p>MLS Witch does a "Geraldine" number</p>	<p>Dot: Thanks, Mac, I know. I've been on this special reduction program and that's why I'm lookin' so good. I'm working at reducing the number of child-victimizing accidents by reducing children's unsafe pedestrian behaviors. (What a mouthful.)</p>
<p>Mac touches stomach</p>	<p>Mac: I could use a reduction program myself. Run that by me again.</p>
	<p>Dot: PEDSAFE, a pedestrian safety program for K-12. It's for suburban and rural kids. PEDSAFE has a whole system of in-school, parental and on-bus activities, emphasizing safe pedestrian behaviors to teach kids to act safely whenever they are on or near a street.</p>
<p>Mac notices the PEDSAFE on the cauldron</p>	<p>Mac: So that's what's cookin', a PEDSAFE Program?</p>
	<p>Dot: Yep, I'm blending the elements of the program right now.</p>
	<p>Mac: Must be a good brew. Look what it's done for you.</p> <p style="text-align: center;">(PAUSE)</p>
	<p>Mac: What's all in there?</p>

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Over the shoulder shot Mac stirs brew. Peeks into brew Take to insert with special effect Camera looking down</p>	<p>Dot: Come closer. (Smirk) Have a look. (tastes) Needs a little Ray Searcher. Hand me that box. (shakes and stirs) (tastes and stirs) Um, that improves the consistency. Here, you try. (gives Mac the spoon) (to audience) You, too. I especially want you to get a taste of the program. I've got something for everyone, so don't push or crowd.</p> <p>Mac: Ray Searcher, you say.</p>
<p>Ray Searcher in office</p>	<p>Ray Searcher: Auto-ped collisions are the leading cause of injuries and deaths to school-age children in suburban and rural areas of the U.S. Analysis of data over a 10-year span has shown that there are ten accident types that account for over 80 percent of all the pedestrian accidents that victimize school-age children. The four frequent types are:</p>
<p>Slide Title with pix illustrating accident under it</p>	<p>Dart-Outs</p> <p>School-Bus Related</p> <p>The Intersection Dash, and</p> <p>Walking Along the Roadway.</p>
<p>Walks to desk, sits, and folds hands. Videotape player on desk</p>	<p>One reason why young children become accident victims is what Piaget terms their "egocentrism." An egocentric individual is one who fails to pay enough attention to the environment around him.</p>
<p>Turns on tape Insert</p>	<p>Children and, particularly, young elementary age children are in danger when they are near traffic because they are often too wrapped up in their own world to notice what is going on around them.</p>

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Kids on porch, playing.</p> <p>Take off</p>	<p>They run into the street not only <u>unaware</u> of oncoming vehicles, but unaware that they should even look for them! The classic example of the this kind of child pedestrian behavior is, of course, the chasing of a ball into the street.</p> <p>The PEDSAFE Program attacks this problem of egocentrism by giving the children repeated practice in safe pedestrian behaviors while they are engaging in play activities. The way to make children aware of the dangers of the street is to train them in a realistic (although perfectly safe) street setting.</p> <p>The secondary program deals with special situations encountered by junior and senior high school students, such as walking along the roadway at night and hitchhiking.</p>
<p>MS Cut from insert of Mac, still peeking in and then looking up.</p>	<p>Mac: How'd you get <u>him</u> in there?</p> <p>Dot: Magic, my boy! And there's more to the program than that. Let me show you.</p>
<p>MS Witch and then of materials. Witch pulls out <u>Teacher's Guides</u></p>	<p>Dot: This reduction program comes in six separate elementary packages, one for each grade.</p> <p style="text-align: center;">K-1 2 3 4 5 6</p>
<p>MCU Witch</p>	<p>Dot: (to audience) These <u>Teacher's Guides</u> contain lesson plans, a suggested sequence and time schedule, and a list of required materials. Over the entire year, each unit will require only</p>

Title Cooking With DOT the PEDSAFE WAY

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Program PEDSAFE - Teacher's Introductory Program

Media _____

Time Approx. 15 min.

Visual	Audio
	six hours of class time, too! Not bad, eh? And, the sessions are designed to fit into schedules you might already have, like recreation time.
MS Witch and Mac at stove. Mac pointing into cauldron.	Mac: And, what are those?
MS Witch and Mac, then CU Table Witch pulls out 3 videotapes and matches them with each <u>Teacher's Guide</u>	Dot: More goodies. Color coded videotapes that introduce the safe behavior each unit will teach.
They scoop up "ingredients" and add them again. Whistle blows	
MS Witch and Mac. Willy sticking out of cauldron. Witch hits him with spoon, pounding him back into cauldron.	Dot: Down, boy, down!
MS Surprised look.	Mac: What was that? Dot: That was Willy Whistle. He's a creation of mine who helps me with the Kindergarten to third grade of the program.
Fade to insert during Mac's question Up on insert	Mac: Willy Who?

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Pam points at Willy. Other children look where she is pointing.</p>	<p>Pam: (to other children) Look, its Willy Whistle.</p>
<p>CU Willy sitting on fence near group of children. Children smile and shake their heads in agreement.</p>	<p>Willy: (to children) Would you all like to practice crossing streets safely? Kelly: You bet. Eric: Sure.</p>
<p>CU Willy Pam acts out sequence as she talks. Shot of edge of road.</p>	<p>Willy: Okay. Pam, you always cross streets safely. Show us how you do it. Pam: First, I walk to the edge of the road and stop. I know I'm at the edge of the road because the dirt ends here and the pavement begins. Now I look to the left to see if any cars are coming.</p>
<p>CU Willy Fade out and back in on Mac After pause, Mac picks up a piece of red tread from the cauldron</p>	<p>Pam: Then I look to the right. I look left again to make sure it's still clear. No cars are coming now. It's safe to cross the road. Willy: Thanks Pam. That was just great.</p>
<p>Takes container marked "Fred," pours out a red powder and begins to add water.</p>	<p>Mac: And what's this? Dot: Oh, that's a piece of Fred, another important ingredient in the fourth, fifth and sixth grade units. Dot: See, you just add water and . . . ZAZOOM!</p>

Title Cooking With DOT the PEDSAFE WAY

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Program PEDSAFE - Teacher's Introductory Program

Media _____

Time Approx. 15 min.

Visual	Audio
Special effects or smoke, then a quick take to insert.	Fred: My name is Fred--I'm a floating ace from space. What's your name?
Kitty looks stunned.	Kitty: My name is Kitty, but wait . . . Kitty: What are you doing here?
Kitty shakes her head in disbelief.	Fred: I'm here to learn how earthlings walk on their roads. I have to send a report back to the highest Ace.
Kitty and Fred act out sequence as Kitty narrates. Fred walks with one foot in front of another as if he is walking a line. People look at Fred curiously, since he walks so strangely.	Kitty: My friends are never going to believe this one. Fred: Do you have time to show me how to walk on these roads? Kitty: Sure, I'm walking home now. I'll show you on the way.
CU of Fred and Kitty across the street.	Kitty: Let's start with this intersection. When there is a traffic light like this one, you walk to the curb and wait for the traffic light to turn green. Now you look left--then right--then left again to make sure all the cars have stopped. Then, we look in front and then behind us to make sure no cars are turning into our path. Now, we can cross, but we have to keep looking in front and behind us to make sure no cars are coming towards us. Fred: Wow, so much to remember. Kitty: You'll catch on, it's not that hard.

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Fade out and back in on Mac & Dot. While witch puts "Fred" back into the cauldron, Mac looks in, asking . . .</p>	<p>Mac: And how do these guys (point to camera at audience) fit in? What do they do?</p>
<p>Adds ingredients to brew, stirs and take to Sophie's tape excerpts while tape recorder is turned on.</p>	<p>Dot: Pushy, aren't you? But cute, too. (eh, ha, ha, ha) Watch, dearie!</p>
<p>Teacher reading <u>Teacher's Guide</u> before session looks up and smiles.</p>	<p>Narrator: On the elementary level, teachers follow their guide which provides background for the unit and a detailed description of each lesson.</p>
<p>Children playing indoors with teacher</p>	<p>Narrator: Teachers supervise the skill sequence and reinforce appropriate behavior both indoors and out, in simulated and in actual street settings.</p>
<p>MS Looking around, Dot points to black box</p>	<p>Mac: Whose voice was that? Dot: His . . . Thanks, honey.</p>
<p>Black box flaps open</p>	<p>Black Box: Sol-right! Mac: So, teachers in the schools train the students? Dot: Not alone--No way! Schools can't do it alone.</p>

Title Cooking With DOT the PEDSAFE WAY

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>MS Reaches for PARENT CAN Opens it. Special effect = parents in can smiling and waving.</p> <p>Five different parents talking in can</p> <p>Parents nodding agreement</p>	<p>Dot: I must not forget to add the <u>Parents</u>.</p> <p>Parents: Hi, there. Hello! Whew, glad to get some air.</p> <p>Parent 1: From Kindergarten through the third grade, we parents give our children additional on- street practice with safe pedestrian behaviors.</p> <p>Parent 2: We encourage our children to follow safety rules they practice in schools . . .right around home where kids are most often hit. . .</p> <p>Parent 5: Here's how it works. . . the teacher sends home a brochure that tells us what to do,</p> <p>Parent 3: we sign the record sheet in our parent brochure each time we practice with the kids.</p> <p>Parent 4: Children practice midblock crossing and safe school bus related behaviors.</p> <p>Parent 5: Intersection crossing, too, in second and third grades.</p> <p>Parent 2: After the record sheet is completed, our children return the sheets to school and select a safety prize.</p> <p>Parent 4: And my child then gets a concrete reward for practicing correct pedestrian behaviors.</p> <p>Parent 1: It's a great motivator!</p> <p>Parent 5: And, the children get to practice their safety skills right around home, where it'll make a difference.</p>

Visual	Audio
<p>MS or MLS Dot adds parents. Puts lid on can and places it on shelf.</p>	<p>Dot: You guys make a real difference in the program, so in you go!</p>
<p>Looking in the cauldron</p>	<p>Mac: So, parents make the program work, too.</p>
<p>Mac or Dot pulls out a school bus or else a real bus pulls up.</p>	<p>Beep, beep.</p>
<p>Very Shakespearean. With driver reaches for and holds program.</p>	<p>Mac: Is that Willy again?</p>
<p>Cut to scenes from tape</p>	<p>Driver: Hey, buddy. Hand me that PEDSAFE "Bus Driver's Manual" there on the shelf. I want to review it before I start my route.</p>
<p>Back to regular characterization</p>	<p>Mac: The name is Mac. Now, what sayeth thou, stranger?</p>
<p></p>	<p>Driver: Stranger? Look, buddy, you're the strange one. Will you give me that booklet?</p>
<p></p>	<p>Mac: Who art thou?</p>
<p></p>	<p>Driver: I'm a bus driver. I work with teachers and parents as part of PEDSAFE, too. I conduct sessions for children from Kindergarten to the sixth grade.</p>
<p></p>	<p>They practice how to cross</p>
<p></p>	<p>V.O. going to and from the bus, when walking to the bus, and when waiting for the bus.</p>
<p>Back to regular characterization</p>	<p>Mac: You're part of PEDSAFE too? What an effort.</p>

Title Cooking With DOT the PEDSAFE WAY

Program PEDSAFE - Teacher's Introductory Program

Media _____

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Approx. 15 min.
Time _____

Visual	Audio
<p>Throwing him "On-Bus Program" (in cauldron)</p>	<p>Mac: You really need this, then, if you're going to get started.</p>
	<p>Driver: You bet, buddy. Thanks.</p>
<p>Mac looks up from cauldron.</p>	<p>Mac: Dot, is it ready yet! I'm hungry.</p>
<p>Dot picks up "Secondary Program" can and drops it. Ingredients spill out. Coach character emerges, sitting on ground with stuff around him.</p>	<p>Dot: Snack on these "facts and figures" while you wait! Oh, I have to add the secondary . . .</p> <p>Whoops! I'll have to get my broom. Look what I spilled. Keep an eye on this brew, will you?</p> <p>Mac: Sure, Dot.</p>
<p>Meanwhile, while stirring the brew, Mac takes a football throw right in the gut and doubles over.</p>	<p>Mac: OMPH! (moaning) Woe is me.</p>
<p>Coach comes running in-- taunts Mac</p>	<p>Coach: Can't get me. Can't get me. I'm tough. I'm stubborn. I'm mean! (aside to audience) Know what I mean?</p> <p>(PAUSE)</p>
<p>Pointing to cauldron</p>	<p>Coach: I represent the Junior and Senior High Program, and I'm a tough nut to crack. I'm not going to get involved in this, my kids won't buy it until you can show me the project's important.</p> <p>I'm a busy man!</p>

Title _____

Program PEDSAFE - Teacher's Introductory Program

Media _____

Approx. 15 min.
Time _____

Visual	Audio
<p>Mac eating "facts and figures" and Witch who re-enters with broom, look at each other,</p> <p>then start</p> <p>Looks with surprise at can of facts and figures</p>	<p>Mac: Did you know that auto-ped collisions are one of the leading causes of injuries and deaths to young adults in the U.S.?</p> <p>Dot: That each year approximately 8,000 people are killed and well over 100,000 are injured in pedestrian accidents.</p> <p>Mac: Almost 25,000 of these accidents involve junior and senior high school kids.</p> <p>Dot: That means that <u>your</u> junior and senior high kids are involved in one accident out of every four!</p> <p>Mac: Most of the accidents do happen to young children, but older kids are victimized, too!</p> <p>Dot: And you, with these in-class projects, can do something about it!</p> <p>Mac: Once a year, one of those projects can be used in the teacher's <u>regular</u> curriculum.</p> <p>Take this project, for example, "Analyzing Pedestrian Accident Data."</p>
<p>Jabs projects at his stomach and then takes one back</p>	<p>Mac: Such skills as interpretation, analysis, drawing conclusions, problem-solving, and report writing could be introduced or reviewed, using the raw accident data that's included with the project.</p>
<p>Dot pulls one of the projects from Coach's hands.</p>	

Visual	Audio
<p>Still munching on "facts and figures" looks surprised at the effect of each munch.</p>	<p>Mac: As you can see, this project and others like it contain regularly taught skills.</p> <p>Dot: At the same time, the projects present data that shows how many students of their age are actually involved in pedestrian accidents.</p> <p>Mac: Students are reminded of safe practices they've probably already heard about.</p> <p>Dot: and how they can apply safe behaviors to reduce their chances of being victimized.</p> <p>Mac: Finally, the projects allow students to formulate ways they can help <u>others</u> avoid these accidents.</p>
<p>Questioning, thinking, scratching head/ obviously reconsidering his negative position.</p>	<p>Coach: So the projects wouldn't interfere with regular content or class time. And the skills in the projects would be important in subject matter areas as well.</p> <p>Dot: Right. And, besides, where would the Pittsburgh Steelers be if they didn't apply their knowledge and skills?</p> <p>Coach: The Steelers? . . . they'd never have won the Super Bowl.</p> <p>Dot: Would they be champions if they gave up the team effort because they thought they knew it all?</p> <p>Coach: No. . . come to think of it.</p>

Title Cooking With DOT the PEDSAFE WAY

Program PEDSAFE - Teacher's Introductory Program

Media _____

Time Approx. 15 min.

Visual	Audio
<p>Enlightened. Jumping up and down, waving five projects.</p> <p>Coach keeps talking. Witch and Mac shake hands.</p> <p>Dot swipes at coach with broom. ZAP and lid on</p> <p>Silence. Dot & Mac wipe head wearily. Witch takes "facts and figures" away from Mac and puts what's left into the cauldron.</p> <p>After "right again" witch takes off hat, faces audience with normal sincere voice</p>	<p>Coach: The winning team sticks together, keeps plugging away, and follows rules someone else might not understand. But the team members know that every rule, put together, equals the chance to be "a winner!"</p> <p>And, the training of safe pedestrian practices can be like that, too. Every rule's important.</p> <p>So, with these five projects for use in classes such as Language Arts, Math, Science, Health, and Driver's Ed, we can "put the lid" on our opponent's drive. Let's reduce accidents and increase pedestrian safety practices. Go get 'em, team.</p> <p>Dot: Let's put the lid on him. Into the cauldron, big boy.</p> <p>Mac and Dot: Whew.</p> <p>Mac: Looks good, Dot. I get a recipe of psychologically sound set of in-school, parental, and on-bus activities designed to teach children safe pedestrian behaviors.</p> <p>Dot: Right again, Mac.</p> <p>But, without you educators, implementation of the program would be impossible, and there'd be no chance of any reduction in children's unsafe actions or the number of auto-pedestrian accidents.</p>

Title Cooking With DOT the PEDSAFE WAY

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Program PEDSAFE - Teacher's Introductory Program

Media _____

Time Approx. 15 min.

Visual	Audio
<p>Hat on. Back to Witch character</p> <p>Hearse pulls up to other side of the road. Dot looks left-right-left and leaves.</p> <p>At end, Mac tastes brew, and then picks out the <u>Teacher's Guide</u> and <u>Principal's Guide</u> and begins reading</p> <p>Credits</p>	<p>Dot: We've tried to give you an overview of the PEDSAFE program. The <u>Teacher's Guide</u> for your elementary grade unit or your Junior/Senior High project will give you all the details.</p> <p>Your principal will work with you in getting underway with your part of the program, and will coordinate the various PEDSAFE activities in your school.</p> <p>Beep, Beep.</p> <p>There's my ride. Gotta go now. Help yourself to the program. Mac will share, I know. Bye for now.</p> <p>Music up and out</p>